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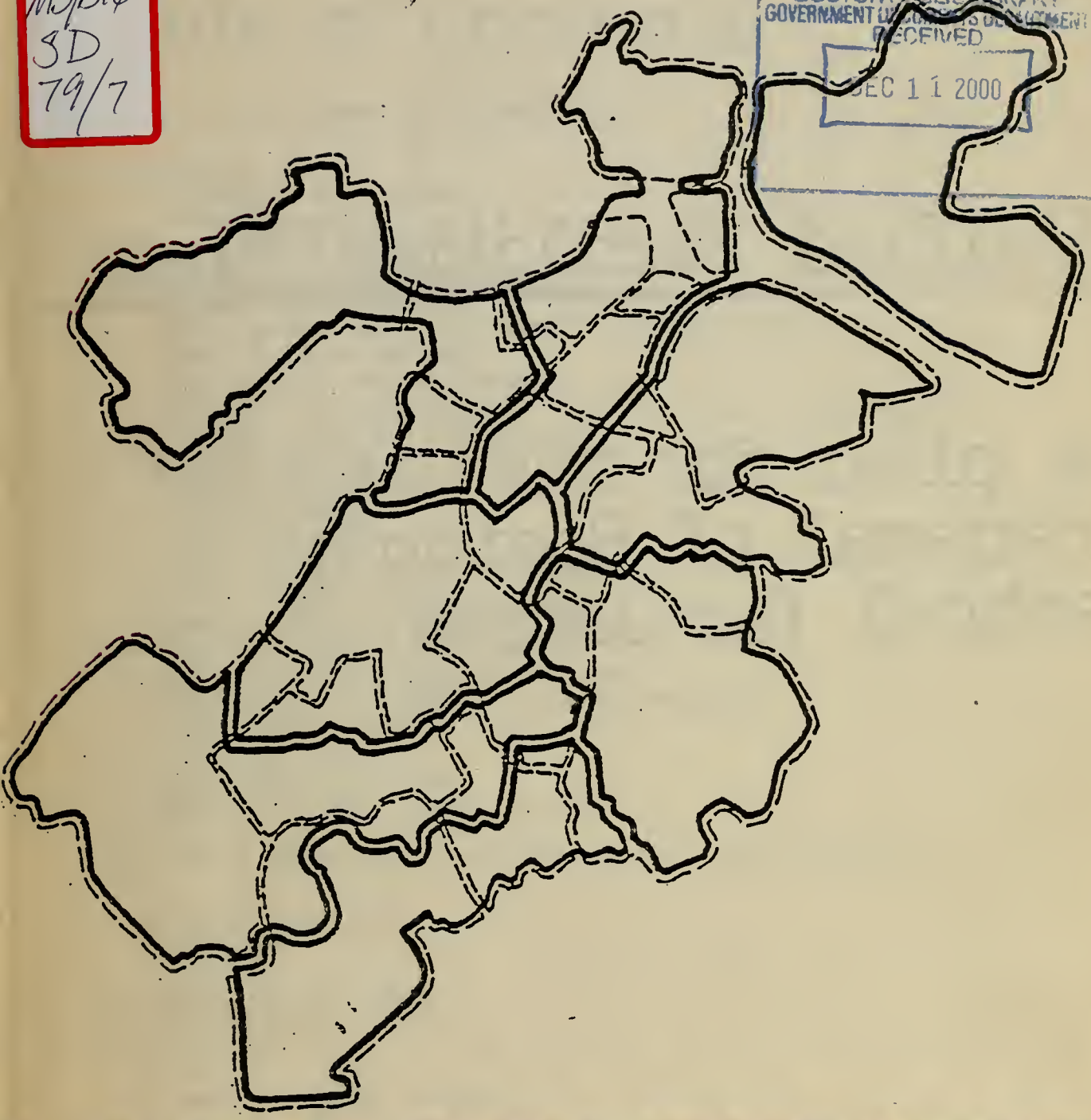

BPS Unified Facilities Plan

Unified Facilities Plan

a plan for the renewal of Boston's school facilities

Office of Planning & Policy
Boston School Department
October 3, 1979

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Introduction and Summary of Recommendations

Part 1

Overview

This is a plan for the continued renewal of Boston's public school facilities during the nineteen-eighties. It builds upon the solid accomplishments of the past two decades. Over that period, new elementary and secondary schools have been built in many areas of the city, nine administrative districts have been created to permit decentralized educational programming that is responsive to community concerns; magnet schools and programs have been created that are attractive to a broad cross-section of city residents; and important steps have been taken to desegregate schools in all neighborhoods.

The next decade will pose new and quite different challenges:

- Enrollments will continue to decline at all levels. Most of the reductions at the elementary level will occur in the next five years, with middle and secondary enrollments dropping sharply in the latter half of the decade. A strategy is needed to cope with these declines while insuring that enrollments remain high in schools which are intended to remain open.

- The location of high quality school facilities does not currently match the location of the highest densities of students enrolled in the public school system. This is partly a result of where new schools were located over the past two decades, but also results from the steep declines in the numbers of students in outlying areas where schools are generally newer. The strategy for closings and new investments needs to balance the locations of high quality facilities with residential locations of students.

- A substantial number of schools currently are not in compliance with desegregated enrollment targets. Moreover, because of ongoing neighborhood changes, these targets will be unable to be met without a continuing pattern of reassignments. The facilities strategy must take account of patterns of neighborhood change in recommending the future location of educational facilities.

- Above all else, if schools are to be closed in response to declining enrollments, students and their parents need to know about plans as far as possible in advance. There is some evidence that the uncertainty over school closings is currently deterring efforts to recruit students into the public system. As enrollments decline sharply over the next five years, the problem could become more severe. The facilities plan must minimize the number of schools which have uncertain status in terms of possible future closing.

Each of these new realities presents opportunities for renewal, but also poses dangers if the implications are not understood. By 1990, if a deliberate course is not adopted, the Boston public school system could find itself in a position where most of its schools are filled to half of their capacity, where old schools have deteriorated even further and yet a disproportionate share of the educational budget is devoted to keeping them open, where there is enormous disparity in the quality of facilities available to students, and where uncertainty over the future of the system and the poor repair of many of its schools has encouraged increased numbers of parents to opt out of the system. Such a future would severely undermine the viability of Boston as a place to live.

There is a better course. This plan envisions a school system tailored to the smaller number of students expected to attend in the future, where there are fewer facilities but where each offers a high quality environment, where specialized educational programs are available in most every school, and where each neighborhood has school facilities sized to accommodate the students living nearby. If the plan is adopted, it will be clear which schools will remain open throughout the decade and what the likely future is for the balance.

Clearly, disruptions will occur. But if reassignments are necessary, parents will be offered the assurance that their children will be able to complete their studies in the new school to which they are assigned. And if schools are to be closed, the lead time available can be used by community groups and city officals to determine the best uses for the vacated buildings, so that they can be reoccupied as soon as possible after they are closed.

This Unified Facilities Plan is not an end to planning but the first step in a dialogue which must continue in the light of forecasts that are, ideally, updated each year. Some issues cannot be resolved firmly at this time. Over the next two or three years, for example, the future of the City's high school system must be debated in order to arrive at a firm plan for the second half of

the decade. This plan presents several scenarios for change; undoubtedly there are others which are equally possible. The choices are not strictly technical or confined to issues of educational programs. Rather, they concern the nature of high school education and the relationship of education to the community at large. A true consensus on these issues can only be arrived at through open discussion.

Highlights of the Plan

- The Unified Facilities Plan proposes that elementary and middle schools should be diveded into three categories:

  Base Schools--facilities which will remain open throughout the nineteen eighties and which have adequate capacity and are in good locations to accommodate the expected enrollment in the latter half of the decade. A total of 68 elementary schools and 18 middle schools are proposed as base facilities.

  Support Schools--facilities which will be required during part of the decade, and which may be required longer if enrollments exceed current projections in the districts in which they are located. A total of 20 elementary schools and 13 middle schools are proposed as support facilities.

  Immediate Closure Schools--facilities which are proposed to be closed by July 1, 1980 in order to meet the requirements of the U.S. District Court. A total of 16 elementary schools and 1 middle school are proposed for immediate closure.

- One new elementary community school should be built in the lower Roxbury area of District VI, to replace the Winthrop and Fenwick.

- Two new middle schools should be built: a New East Boston Middle School (District VIII) to replace Barnes and Cheverus, and a replacement in district 4 for the Rogers and Thompson.

- Roxbury High should be closed and renovated to become a new middle school for District VI, replacing the Dearborn.

- A School Recovery Program should be undertaken to update and modernize 17 elementary and 7 middle schools, all over 40 years of age which are functionally obsolete and have serious problems of deferred improvements.

- A Task Force should be created to consider the future pattern of education at the Secondary level, out of which will emerge the logic by which facilities should be retained in the face of steeply declining enrollments in the latter half of the 1980's. Changes in facilities as well as major capital investments should be deferred until the future character of the system is resolved.

- Two relatively new elementary schools should be converted to middle schools: The Hennigan, immediately, to become a middle school for District I replacing the Taft; and eventually, the Prescott to become a District VII middle school replacing Edwards and Michelangelo.

- The McCormack Middle School should be shifted to District IX to become a new magnet middle school

The Unified Facilities Plan is aimed at providing high quality educational settings for all pupils in Boston Public Schools. The plan minimizes human and community disruptions while offering an improved opportunity to desegregate schools not now in compliance with enrollment targets.

Planning Process

The Unified Facilities Plan (UFP) is based on the contributions and recommendations of central School Department officals, district school administrators, principals, teachers, State and City officials, parents, community representatives, demographic consultants and a planning team from MIT. The process was directed by the Senior Officer for Planning and Policy of the Boston School Department, who is responsible for the final recommendations contained in this document.

The first steps in preparing the plan were taken in 1977, as a result of instructions from the U.S. District Court. It required that the Boston School Committee (BSC), the State Board of Education (SBE) and the Public Facilities Commission (PFC) of the City of Boston jointly author and file with the Court a Unified Facilities Plan, which includes "a schedule for closings, constructions, and renovations, as well as repair and refurbishing for all facilities in all nine school districts for the years 1977 through 1986."

During 1977, all school facilities were visited and estimates were made of the costs of improving structures for long term use. At the same time, Harbridge House, Inc., demographic consultants, prepared ten-year projections of public school enrollments. Based on these materials, a UFP was drafted recommending a pattern of closing, new construction and renovations. While this plan was eventually not accepted for implementation, some of the repairs it recommended have begun over the past two years, and most of the useful information about facilities has been incorporated in the recommendations made here.

During 1978, committees in each public school, co-chaired by principals and Racial-Ethnic Parents Council (REPC) representatives, reviewed the data and recommendations of the draft UFP and presented proposals on futures they desired for their schools.

Early in 1979, the Joint Court Group (BSC, SBE and PFC) filed with the Court a set of seven planning documents which included standards, principles, basic working assumptions, and a proposed process for preparing the plan. In an order issued during August, the Court instructed that the revised UFP be filed with the Court by December 1, 1979. It also indicated that "the revised UFP shall provide for the elimination by July 1, 1980 of no fewer than half of all excess seats...in elementary schools."

During May and June, 1979, planning committees were formed in each of the nine districts to prepare recommendations for their component of the UFP, using guidelines contained in a planning manual prepared by the School Department. The guidelines set firm targets for the capacity of schools to be retained in each district and introduced the concept of distinguishing between "base" and "support" schools. Each planning committee was chaired by the District Superintendent and included representatives of the Community District Advisory Committee (CDAC), parents, teachers and other representatives of a broad cross-

section of groups potentially affected by changes necessary in the schools. Most committees involved more than twenty members who met from five to ten times to discuss and debate recommendations. In some districts, additional meetings were held in individual schools to discuss alternative strategies. Five of the nine districts forwarded recommendations which met the targets set in the planning manual. In the remaining cases, committees either argued that it was inappropriate to consider the magnitude of changes implied by the targets, and therefore proposed less dramatic changes, or were unable to reach agreement on proposals. In District VI, where the committee voted to propose no changes, the District Superintendent submitted independent recommendations.

Concurrent with the district planning process, Harbridge House prepared an upadted set of forecasts of city-wide and district enrollment trends, based upon improved information on enrollment trends gathered over the past few years. In general, they revealed that elementary enrollments are expected to decline more precipitously than previously expected in the first half of the decade, while middle and secondary enrollments will decline only slightly during this period. However, in the second half of the decade, enrollments at middle and secondary levels will drop sharply. The revised Harbridge House projections were received during July 1979 and are discussed more fully below.

Over the summer months, a number of analyses were performed to supplement the district recommendations and Harbridge House projections. They provided an additional basis for the UFP proposals:

- The spaces in each elementary school were measured from plans and indices of environmental suitability were computed in order to provide an objective basis for determining the comparative equality of facilities. These measurements also provided dependable information for determining the appropriate assignment capacity of schools.

- Estimates were updated on the costs of repairing schools to meet minimum environmental standards.

- The pattern of student densities was mapped, along with the ethnic and racial pattern for each neighborhood in the city, in order to allow comparisons to be made between school capacities and student locations.

- Patterns of neighborhood change were identified to permit planning which recognizes the probable future location of students.

- Through discussions with principals, program staffs and administrators, prototypical minimum space programs were drafted for elementary and middle schools.

- The programmatic and regular space requirements were estimated for each district for each level of education, based upon the new Harbridge House projections.

- District recommendations were analyzed in terms of the planning objectives set down at the outset of the process. Where alternatives appeared worthy of consideration these were analyzed to determine their comparative performance.

Late in August a first draft of proposals was circulated for comment. Meetings were held with District Superintendents, CDAC representatives, the Joint Court Ordered Planning Group and central School Department Staff. Many of the proposals were subsequently changed as a result of these discussions.

The UFP team has been aided in its efforts by the insightful advice of the State Board of Education and the Boston Public Facilities Commission, and members of the City-Wide Parents Advisory Committee (CPAC). In a number of instances, the UFP proposals represent judgements based on conflicting advice, and the responsibility for the recommendations contained in the plan rests with the Office of Planning and Policy, Boston School Department.

Enrollment Projections

Boston's public school enrollment will decline substantially at all levels during the nineteen eighties. Overall, Harbridge House predicts that in October 1983, 54,151 students will be enrolled in public schools, in contrast to 72,358 students who were assigned places in October 1978, representing a loss of 25%.

Harbridge House Projections -- City Wide Public School Enrollment

	October 1978	October 1983*	October 1988
Elementary	33,862	24,474	-
Middle	17,206	11,796	8,545
Secondary	21,290	17,881	12,268
	72,358	54,151	-

*(accuracy ±4.4%)

Most of the reduction during the next five years, will be at the elementary level where enrollments are expected to decline from 33,862 to under 25,000 students. This represents a continuation of the pattern which began in the 1930's and which moderated slightly in the 1960's as the "baby boom" children enrolled in public schools. Among the most important factors resulting in the reductions are the decline in the numbers of households with children in the city, a sharp decrease in the numbers of children families are having, an increased proportion of children being enrolled in parochial and private schools, and larger changes in the age-structure of the population, the result of which is that there are fewer individuals of child-bearing age residing in the city. These trends have been moderated, in part, by the arrival of recent immigrant groups in the city, especially ethnic groups which are having, on the average, larger families than long term White or Black residents. Looking ahead, elementary enrollments are expected to stabilize in the late nineteen-eighties and begin to rise again slightly for a few years. However, it will be well into the nineteen-nineties before enrollments again reach the level predicted for 1983.

While middle and secondary enrollments will decline slightly over the next five years, schools at these levels face sharp reductions beginning in 1984. By October 1988, middle schools are expected to enroll approximately 8,500 students, a decline of 50% over numbers assigned in October 1978. Similarly, over the same ten year period, secondary enrollments are expected to

shrink from 21,290 to approximately 12,200 students, a decline of 42%.

Many uncertain factors will have bearing on the validity of these projections, notably migration patterns to and from the city and the proportion of students who enroll in schools outside the public system. However, virtually all of the children who will be enrolled in elementary schools in 1983-84 and middle schools in 1988-89 are alive today and most are currently living in the city, so that the projections do not depend upon assumptions about birth rates. Harbridge House attaches a high degree of confidence to its five year forecasts and a moderate degree of confidence to its ten-year middle and secondary forecasts. Clearly, actual enrollments will need to be compared each year to those forecasted and downstream projections adjusted accordingly.

Table 1 presents the Harbridge House enrollment forecasts for each level of education in the nine administrative districts of the system. Future district enrollments are more difficult to predict than city-wide totals, for several reasons. First, district forecasts are affected by intra-city migration patterns, and significant shifts in the population of neighborhoods could cause projections to vary from what is expected. In some neighborhoods, especially those with partially vacant housing projects, there is a distinct possibility that the number of households will increase. The Harbridge House projections for districts were based principally upon birth and their relationship to enrollments, not upon patterns of migration or new development, and thus may understate the effects of such changes.

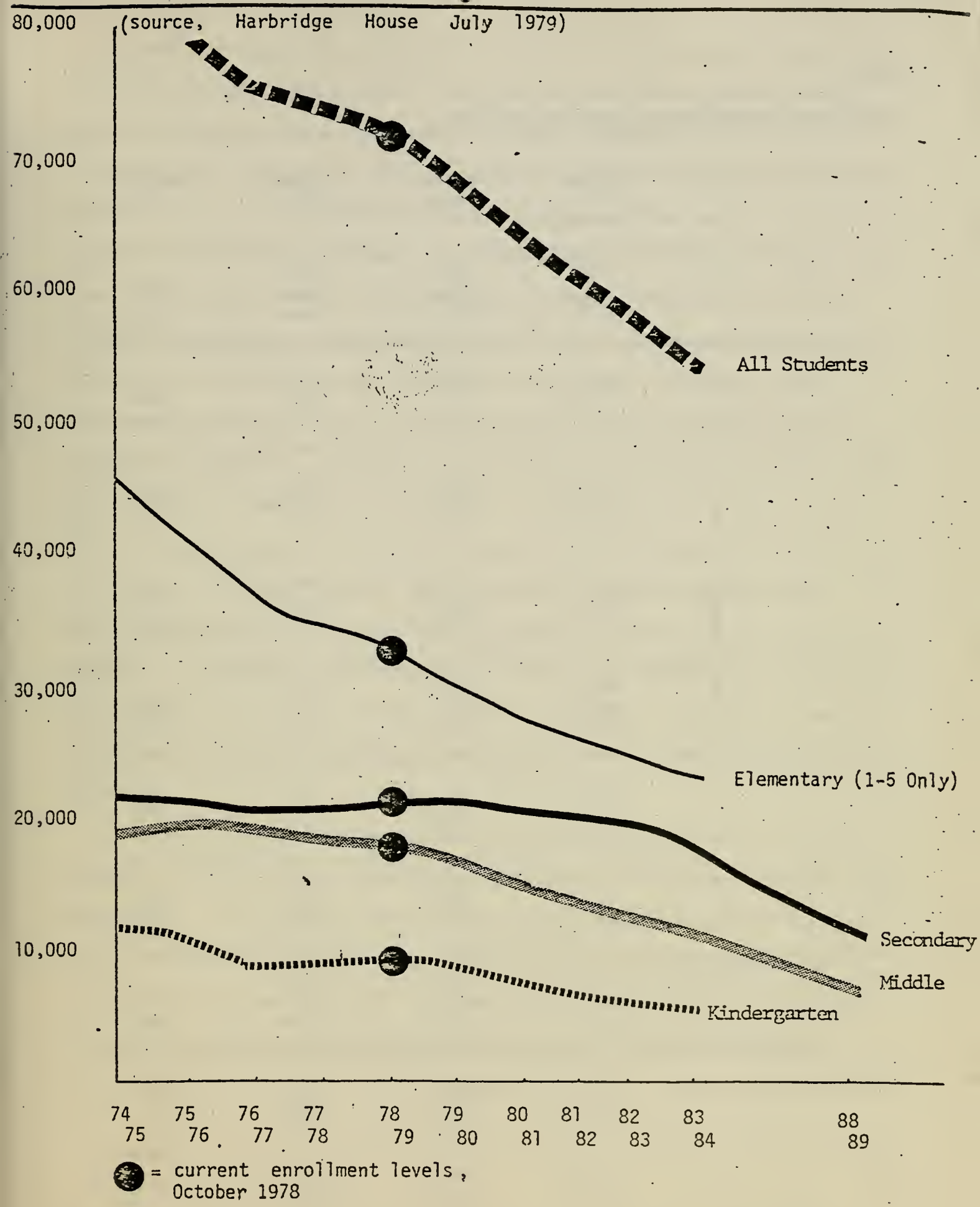

(source, Harbridge House July 1979)
80,000
70,000
60,000
50,000
40,000
30,000
20,000
10,000
All Students
Elementary (1-5 Only)
Secondary
Middle
Kindergarten
74 75
75 76
76 77
77 78
78 79
79 80
80 81
81 82
82 83
83 84
88 89
= current enrollment levels, October 1978

Table I

Enrollment Projections by District by Level

District	Level	October 1978 (actual)	October 1981	October 1983	October 1988
I	E	2580	2131	1936	____
	M	1391	1244	1063	774
	S	1271	1212	1089	760
II	E	3589	2838	2608	____
	M	1522	1253	1015	723
	S	1095	927	770	481
III	E	3613	2864	2665	____
	M	1762	1256	971	718
	S	1428	1108	849	483
IV	E	3296	2786	2552	____
	M	1533	1209	1045	775
	S	1118	1050	916	615
V	E	6437	5239	4711	____
	M	2930	2403	2214	1567
	S	2060	1857	1645	1175
VI	E	3703	3131	2905	____
	M	1880	1419	1155	884
	S	1014	114	979	606
VII	E	3473	2884	2604	____
	M	1394	1225	1124	798
	S	1151	1317	1241	920
VIII	E	1829	1485	1337	____
	M	919	810	707	
	S	1164	1251	1164	821
IX	E	4233	3514	3157	____
	M	3404	2865	2503	
	S	10336	10362	9231	
All	E	32,753	26913	24,474	____
	M	16,735	13665	11,796	
(9-12)	S	20,637	20228	17,881	

Second, the city-wide magnet district (District IX) currently accommodates 26% of all students, drawn from the eight spatial districts. Future enrollments in the magnet system are subject to policy decisions as well as patterns of applications. If magnet schools or programs are closed as enrollments decline, students will need to be accommodated in the other eight districts, adding to their totals; conversely, enrollments will decrease in the eight community districts if new magnet programs are begun. Moreover, the current pattern of enrollment in the magnet district is not uniform across the city and shifts in applications over time could cause district totals to change. The Harbridge House district projections assumed that the current proportion of students enrolled in the magnet district would continue into the future, and that the student composition would remain the same, in terms of where students live.

Finally, the porportion of pupils enrolled outside the public system varies considerably, from a high of 35% in District VI to a low of 9% in District II. Harbridge estimates assumed that current enrollment trends would continue into the future. However, closures of parochial schools or a decline in the use of private schools could modify enrollments in some districts considerably.

One final note on these enrollment projections warrants mention. The figures used in all of the forecasts are consistently the October assigned enrollments. In a typical school year, actual enrollments in May are 6% lower than in October, as a result of a variety of factors, including significant numbers of pupils who never enroll in the school to which they are assigned. Thus, on the average, the forecasts should be expected to be higher than actual enrollments, which allows some margin for error in year-to-year planning.

Objectives & Planning Policies

The Unified Facilities Plan is based upon six broad objectives. To achieve these, a number of planning policies have provided the guidelines for decisions.

Objective 1

THE PLAN SHOULD HELP IN THE REDUCTION OF INEQUALITY AMONG STUDENTS OF DIFFERENT RACIAL AND ETHNIC GROUPS IN THEIR ACCESS TO EDUCATIONAL OPPORTUNITIES.

The physical resources available for education are only one among many determinants of the quality of educational experiences. However, because of recent investment decisions and the historic pattern of city development, there are broad, and often systematic disparities in the quality of physical facilities available for education. For example, schools in District VIII (East Boston) are almost all in very poor condition. Students in the Roxbury section of District VI have poorer quality facilities available to them than their counterparts in the South Boston section of the district. Similarly, students in the western half of District V (Dorchester) have poorer quality facilities than in the eastern half. Priority must be given to investments which seek to equalize the quality of facilities available to all racial and ethnic groups.

Policies

- Priority in new construction, major renovation and modernization should be given to neighborhoods which have not benefitted from investments in the recent past, and where facilities are of demonstrably lower quality than in other parts of their district.

- City-wide, districts with the poorest quality school facilities should receive priority for new investments both in timing and resources.

Objective 2

THE PLAN MUST ENSURE THAT EACH STUDENT ENROLLING IN BOSTON SCHOOLS IS GUARANTEED ATTENDANCE AT A SCHOOL WHICH IS SAFE; IS STRUCTURALLY AND MECHANICALLY SOUND, IS ENVIRONMENTALLY FIT, AND HAS ADEQUATE FACILITIES TO SUPPORT A HIGH QUALITY OF EDUCATION.

The amount and quality of facilities available for education vary considerably from school to school. The most glaring contrasts are between new elementary schools built in the past ten years and schools built prior to 1930. In terms of overall space, for example, newer schools customarily average over 100 sq. ft. per pupil; older schools often have only half that amount. Part of the difference is in classrooms which in many older schools are smaller than 700 sq. ft., in contrast to the 900-1100 sq. ft. allocated in new structures. But the most pronounced differences are in the ancillary facilities available. New schools have generous libraries, auditoriums, gymnasiums, cafeterias, special purpose teaching spaces, teacher preparation areas, offices, storage areas and the like, all of which assist teachers in the process of education. Many of these are absent in older schools. Environmentally, older structures often lack adequate heating or ventilation, have poor quality lighting, are not water tight, and require refurbishing of interior finishes.

Unquestionably, a good teacher can orchestrate a stimulating education in spite of a poor environment, but it is unfair to ask some teachers to overcome the deficiencies of their facilities, while others work in more suitable surroundings. Moreover, schools are symbols as well as settings. They signal to students and parents the value placed in education by the society. It is essential that all schools have the potential of being a place of pride for students, parents, teachers and community residents.

Policies

- Schools to be retained through the nineteen-eighties should be capable of structural, mechanical and environmental upgrading to suit today's educational requirements.

- Facilities should be adjusted to provide a minimum of 75% of current state space standards, i.e. a minimum of 85 gross sq. ft. per elementary pupil in assignment capacity; 100 sq. ft. for middle schools.

- All elementary schools should have: a library; an assembly space for at least one-third of its capacity; a hot lunch preparation and serving area; a teacher preparation space; spaces for school offices; easily accessible storage areas; a nurse's office; resource rooms to serve at least 15% of school capacity; as well as a mixture of small and large classrooms for regular and special program purposes.

- In general, classrooms should be eliminated in partial basement areas, if these have light and environmental conditions that are inferior to other classrooms in the structure.

- To the extent possible, elementary schools retained over the long term should have a minimum of 75 sq. ft. per pupil in usable outdoor play space.

- Adequate and modern lighting, washrooms, heating systems and ventilation should be assured for all schools which remain in use.

- All middle schools should have: a library; a gymnasium with adequate locker spaces; an auditorium for at least one-third of school capacity; special purpose spaces for shops, home economics, science laboratories, music and art instruction; a cafeteria; a teachers lounge; an audio-visual storage and teacher preparation space; administrative spaces; a guidance suite; a health room; resource rooms for at least 15% of school capacity; a variety of small and large classrooms; and adequate storage and custodial space.

Obective 3

THE PLAN MUST PROVIDE FOR ADEQUATE SPACE AND RESOURCES TO SATISFY REGULAR AND SPECIAL PROGRAMS REQUIRED BY LAW AND SCHOOL DEPARTMENT EDUCATIONAL POLICIES. Boston's school facilities must meet requirements established by several sources: rulings of the U.S. District Court, State Laws, City ordinances, agreements with the Boston Teachers Union and School Committee policies.

Policies

- Elementary schools should be sized to accommodate a minimum of 200 students, in order to allow a full sequence of grades and some flexibility for year to year fluctuation in enrollments at each grade level. In considering facilities to be retained, schools with a capacity of less than 600 are preferred over those larger, if they are of equal physical quality and well located.

- Middle schools should be sized to accommodate a minimum of 400 students, in order to provide the full range of educational resources within the constraints of current student-teacher ratios. In considering facilities to be retained, schools with a capacity of less than 750 are preferred over those larger, if they are of equal physical quality and well located.

- Instructional spaces should be planned for the following maximum

  Regular program classrooms - elementary - 26; middle and secondary - 30.

  Bilingual, advanced work and vocational education program classrooms - 20.

  Resource rooms - 16 (approximately)

  Substantially separate, special needs programs - 8

  Kindergarten - 25 students each half day, or up to 50 children enrolled.

  Extended Day Program - 25

  Title I, ESAA, Chap. 636, remedial education and therapy program spaces - no explicit maximum capacities, but sized for effective operation of programs.

- Within each district, adequate space should be provided in the future to accommodate at least the same proportion of students as are currently participating in special programs.

- With the exception of Bilingual and Substantially Separate programs, all schools should have a balance of smaller and large instructional spaces to allow to the maximum extent possible students with special needs to participate in programs without shifting schools.

- The location of bilingual programs should be planned on a district-wide basis, with a preference for clustering to allow year-to-year continuity of students in schools. The minimum and preferred number of classes in any school is as follows:

Level	Minimum	Preferred
Kindergarten (K1, K2)	1	2
Elementary (1-5)	3	5
Middle (6-8)	3	5
Secondary (9-12)		

When bilingual programs are located in schools, there must also be a bilingual resource room.

- Substantially Separate program spaces should be grouped, so as to allow students to pursue a continuous education at one school.
- At least one school, and preferably several, at every level in each district should be capable of serving the physically handicapped. Where substantial renovations are contemplated, schools should be designed to be barrier-free.
- District offices should be located in adequately sized and furnished spaces in a location that is central to the district and easily accessible. If space cannot be provided within an active school for these purposes , the facility housing and district offices should also serve as a home base for district artworks and other such programs.

Objective 4

THE PLAN SHOULD PROVIDE FOR THE ORDERLY REDUCTION OF SURPLUS CAPACITY, CURRENT AND PROJECTED INTO THE FUTURE, OF FACILITIES IN THE SYSTEM, THEREBY REDUCING FACILITY COSTS AND IMPROVING EFFICIENCY IN THE USE OF SCHOOL FACILITIES.

Closing schools is a painful but necessary response to the prospect of continued decline of enrollments at all levels. Currently, Boston's public schools have the capacity to accommodate approximately 15% more students than are enrolled; if no schools were closed over the next ten years and current school conditions allowed to continue, then approximately 40% ofstudent places would be empty.

Schools that are underutilized consume resources in several ways that could be better spent on education. Because many schools are old, maintenance and operating costs are already high and will escalate to indesfensible levels per pupil as enrollments decline. Since many other schools need major renovations and repairs, much less can be accomplished in any particular school if

resources must be spread across many. In schools which are below a reasonable threshold of size, specialized staff cannot be afforded and the quality of educational opportunities suffers. This is particularly so at the middle and secondary school levels where teaching is done by subject area specialists, but it means that even at elementary levels educational specialists cannot be made continuously available. Finally, schools that are partially empty undermine the commitment to desegregation by encouraging parents, quite legitimately, to ask why their children must be transported to a more distant school when there are plenty of spaces in a facility nearby.

On the other hand, if more students require transportation as a result of school closings, part of the savings will be offset. Because currently almost 51% of Boston's students are transported to achieve desegregation targets, the costs of additional transportation will likely be small in relation to savings.

No pupil or parent welcomes the disruption of having to shift to another school when closings occur. However, above all else, they should expect the process to be orderly with a firm date for the change, providing them with as much advance warning as possible and with the assurance that pupils will be able to complete their studies in the school where they are relocated.

When renovation or modernization requires a school to be housed in temporary facilities, students, staff and program should move together in order to retain the unique identity of one school.

Policies

- As ordered by the U.S. District Court, one half of the excess capacity as of April, 1979 at the elementary level shall be identified for elimination by July 1, 1980.

- An amount of space equal one quarter of the excess capacity as of April 1979 shall be retained as allowable surplus to allow year to year flexibility in programming. This "operating slack" should be retained as enrollments decline.

- At the elementary level, the plan should provide for the reduction of capacity to the level of enrollments predicted by Harbridge House for September, 1983, plus allowable surplus as noted above. This reduction should be accomplished on a firm timetable and be completed by July 1, 1986. Actual enrollments for each district should be compared annually to those forecast, and the plan should be adjusted only in the event that actual trends and projected enrollments appear to be diverging.

- In the absence of any other policy decision, the plan should assume that District IX will enroll the same proportion of elementary students as it does currently. This means that the magnet schools will be expected to be reduced in capacity in line with deline in city-wide elementary enrollments.

- At the middle school level, the plan should provide for the reduction of capacity to the level of enrollments predicted by Harbridge House for September, 1988, plus allowable surplus as noted above. This reduction should be accomplished on a firm timetable and be completed by July 1, 1989. As in the case of elementary schools, enrollments and forecasts should be compared annually and the plan modified only if the two trends appear to be diverging.

- In the case of elementary and middle schools, the plan should designate those facilities which will remain in use for at least the next 10 years as "base schools." Priority should be given to upgrading these facilities. To the extent possible, pupils currently attending schools to be closed should be reassigned to base schools.

- At the secondary school level, the plan should outline some of the options for consolidation of programs that will be necessary to meet the dramatic decline in enrollments forecast for the latter half of the 1980's.

Objective 5

THE PLAN SHOULD MINIMIZE THE AMOUNT OF TRANSPORTATION REQUIRED BY STUDENTS IN ORDER TO ATTEND SCHOOLS WHICH ARE DESEGREGATED AND SHOULD ENSURE THAT THE BURDENS OF TRANSPORTATION ARE EQUITABLY DISTRIBUTED AMONG RACIAL AND ETHNIC GROUPS.

The School Department currently provides or arranges for transportation for pupils residing more than 1 mile from an elementary school, 1½ miles from a middle school or 2 miles from a secondary school. In general, transportation of students is required as a result of four conditions. Pupils or their parents may elect and be accepted in a magnet school or program that is distant from their home, necessitating travel. Alternatively, pupils may need to be transported for desegregation purposes, to allow desegregation targets to be met in schools located in segregated neighborhoods. A third type of need for

transportation may result if school capacity is not well matched with the locations where pupils reside -- i.e., most of the schools in a district may be distant from the highest pupil densities. Or, finally, if schools are large, transportation may be required simply because there are not enough pupils within the walking radius to fill its capacity. The first of these factors is less amenable to planning than the other three, since it depends upon individual patterns of choice.

Because geocodes are employed as the basic unit of assignments, it is not always possible to isolate the reason, or combinations of reasons, for the level of transportation required. However, in some districts it is clear that transportation would be necessary even if desegregation were not a policy because the bulk of school capacity is located at a distance from the areas of high densities. And, in several of these instances, the burden falls disproportionately on Black and Other Minority students because too much of the capacity is in non-minority areas. In lower-density outlying areas, transportation will inevitably be required for large schools because there are too few students within walking distance. Intelligent choices on the long-term pattern of schools can minimize the added burdens of transportation and ensure that the burdens are more equally distributed.

Policies

- The plan should provide for an approximate balance in each neighborhood between the number of public school students residing there (taking account of the proportion enrolling in the magnet district) and the capacity of community district schools that are retained. Thus, for each student requiring transportation out of the neighborhood to meet desegregation goals, one student should be transported in.

- Schools that are retained should be well-distributed to maximize their potential walk-in population.

- Preference should be given in retaining schools to those located in areas likely to sustain, over time, desegregated walk-in populations.

- If all other factors are equal, preference should be given to retaining schools of moderate size, rather than those which are very large.

- Schools located in areas of increasing enrollment, or where increases are likely in the future, should be given preference for retention.

- Within each district, the proportion of students requiring transportation should be as equal as possible for all racial and ethnic groups.

Objective 6

THE PLAN SHOULD MINIMIZE COMMUNITY DISRUPTION RELATED TO CHANGE IN EDUCATIONAL PATTERNS, PAYING SPECIAL ATTENTION TO AREAS WHICH HAVE EXPERIENCED THE LOSS OF SCHOOL FACILITIES IN THE PAST.

Past school closings have not been equally distributed across the city, in large measure because the old schools in poor quality that have been closed were mainly located in the inner city. In a number of cases, schools that have been closed have not been disposed of or recycled promptly, becoming an eyesore and inviting vandalism and hazard. The dual effects of school closings and desegregation compliance have meant that some students in the system have been reassigned several times. The Unified Facilities Plan must take account of these past disruptions and ensure that communities and individuals affected in the past are less affected in the future.

Policies

- Schools should be retained and improved in areas where there have been large numbers of past closing.
- After the 1980 closings, the PFD and community representatives should begin the process of arriving at a consensus about reuse of facilities and sites two years prior to the date of proposed closing so that disposition can take place immediately upon closing.
- Insofar as possible, at least one elementary or middle school should be retained in geographically isolated neighborhoods of the city.
- The pattern of closings and reassignments should minimize the number of children disrupted by school closings. Where reassignments occur, they should preferably be to Base Schools which will remain open for the full term of pupil enrollment.

Planning Strategies

Elementary Schools

The strategy adopted for planning the system of elementary schools is rooted in the following approaches:

- Elementary schools are closely identified with the subneighborhoods in which they are set. Thus a pattern which retains schools in as many neighborhoods as possible was preferred over one which retained schools that are clustered nearby each other. Within each of the three or four neighborhoods that comprise a community district, the numbers of students and capacities of Base Schools have been roughly balanced.

- District planning committee proposals were incorporated into the plan as much as possible. However, where analysis showed that they were not the optimal way to accomplish the overall objectives, the proposals were modified accordingly.

- Generally all elementary schools constructed during the past 30 years were proposed for retention. With this pattern in mind, older schools were considered individually in terms of their physical quality and location related to patterns of pupil residence.The exceptions to this approach are in District III where the Cannon and Barron are proposed for closing because of the high re-use potentials and the smaller disruption of district enrollments than would occur by closing other schools.

- The plan favors the rehabilitation of older schools as a part of a school recovery program, rather than their replacement by new facilities. In the process of modernization, the schools will be adapted to meet current educational standards and their assignment capacity will decrease. This approach was adopted, in part, to reinforce and continue long-standing ties between schools and their neighborhoods. It is also the most economical way to insure that in the near future

all students have access to facilities of nearly equal quality. The one exception to this approach is in District VI, where a new community school is proposed for the Lower Roxbury area. This project is intended to equalize the pattern of new facilities in the district.

- In many cases, schools of type IV construction (wood structure) have been designated for immediate closing or as support schools to be closed at a later date. Schools of this type cannot be fully rehabilitated to the extent practical and State aid is generally not available for projects in such buildings. In cases where they are proposed for retention, they are in prime locations and are needed to meet neighborhood enrollment demands, and will be rehabilitated to the extent practical.

- In neighborhoods where current forecasts of enrollments do not warrant retention of schools, but where there are strong prospects that enrollments may increase as a result of students returning to the public system or because of new development or because of likely neighborhood changes, the plan designates schools in the support category and defers the date of closing as long as possible. Special attention will need to be given to enrollment trends in these areas.

Table 2 summarizes the proposals for schools in each of the nine districts. Taken together, the plan envisions a system consisting of 68 base schools in the latter half of the nineteen-eighties. Of these schools, 20 are new (opened since 1959) and others have had additions or have been modernized recently. The School Recovery Program will involve substantial modernization of 17 additional schools. The remaining 30 schools can be retained with the necessary repairs and improved maintenance.

Table 2 SUMMARY OF ELEMENTARY SCHOOL PROPOSALS

District	Base Schools		Support Schools	1980 Closings
I	Baldwin	Garfield	Barrett	Milmore
	Farragut (R)	Hamilton	Winship	Oak Square
	Gardner	Tobin (N)		
II	Agassiz (N)	Longfellow	Abrahams	Seaver
	Ellis	Manning	Bowditch	
	Fuller (R)	Mendel		
	Higginson	Parkman (R)		
	J.F. Kennedy (N)			
III	Bates (R)	Lyndon	Kilmer	Barron (N)
	Beethoven	Mattahunt (N)	Morris	Cannon (N)
	Lee (N)	Sumner (R)	Mozart	Ripley
			Philbrick	
IV	Chittick	Hemenway	Channing	Conley
	Fairmount	F.D. Roosevelt	Bradford Annex	
	Greenwood	Shaw (R)		
	Green	Taylor (R)		
V	Dickerman (R)	Mather	Endicott	Brooks
	Everett (R)	Murphy	Kenny	Richards
	Fifield (R)	O'Hearn	Motley	
	Greenwood	Richards	Rochambeau	
	Holland (N)	Stone		
	Marshall (N)			
VI	Condon (N)	Tynan (N)	Clap	Bigelow
	Dever	Russell	Mason	Fenwick
	Emerson (R)	New Elementary	O'Reilly	Tuckerman
	Perkins		Perry	
			Winthrop	

District	Base Schools		Support Schools	1980 Closings
VII	Bancroft (R)	Hurley (N)	Prescott (N)	Bunker Hill
	Blackstone (N)	Kent (N)	Prince	-
	Eliot (R)	Quincy (N)		
VIII	Adams (R)	O'Donnell (R)	Kennedy	Lyman
	Alighieri	Otis		
	Bradley	Sheridan (R)		
VX	J. Curley (N)	Jackson Mann (N)		Hennigan (N)
	Guild	McKay		
	Hale (R)	Ohrenberger (N)		
	Haley (N)	Trotter (N)		
	Hernandez (N)			

Notes

(R) Schools targeted for School Recovery Program

(N) Schools constructed since 1959

Middle Schools

Middle schools need the greatest immediate attention and the plan assigns priority to their upgrading. Over the past twenty years, there have been few new middle schools constructed, and in virtually every district major investments are now needed. Today the problem of upgrading facilities is complicated by the fact that enrollments currently exceed capacity in many locations and will remain high over the next five years. Thus there are few opportunities to relocate pupils temporarily while substantial renovation programs are carried out. Beginning in five years, enrollments will decline precipitously. However, improvements cannot wait until enrollments decline if the quality of education at the middle level is expected to improve in the near future.

The strategy adopted for middle schools is as follows:

- New facilities are proposed to be created in several of the districts where current facilities are unsalvageable for long term use, but are now filled to capacity. The plan proposes that new middle schools be constructed in East Boston (District VIII) to replace the Cheverus and Barnes and in Hyde Park (District IV) to replace the Rogers. It also proposes that the Hennigan, in District I, be converted to a middle school serving the eastern half of the district and replacing capacity currently at Taft. In District VI, Roxbury High is to be converted to a middle school,replacing the Dearborn, which is located nearby, and the district lines are to be modified accordingly. These four facilities, together with the Warren-Prescott in Charlestown (District VII) which is to be converted later as elementary enrollments decline, will

provide a nucleus of new facilities around which the middle school system can be revived.

- The plan also proposes the creation of a new magnet middle school in the McCormack, currently a District VI middle school. This will accomplish several objectives. It will increase capacity in the magnet system at the middle level, where places are currently lower than at elementary or secondary levels, if middle school students attending exam schools and special programs ,(i.e., Umana) are excluded. Its location at Columbia Point offers a unique opportunity for creating a program associated with U.Mass. And, it will ease the problem of capacity near Districts V and VII , where at the end of the decade enrollments are expected to be slightly higher than the places available in each district, but not enough higher to warrant additional schools in each district.

- When the new facilities are in place, and as enrollments begin to ease in the mid nineteen-eighties, it will be possible to begin the substantial renovation necessary in most of the Base schools in order to bring them up to the minimum quality of facilities expected for middle schools. Base schools have been identified in terms of building potential and the pattern of facilities which will give the best district coverage.

- In the latter half of the nineteen-eighties, as enrollments decline, support schools will be closed.

This strategy, summarized in Table 3, will result in a pattern of facilities which at the end of the decade will be on par with elementary and secondary schools.The system will consist of eighteen schools, with each community district containing 1 or 2 facilities, and the magnet district containing four facilities.

Table 3 SUMMARY OF MIDDLE SCHOOL PROPOSALS

District	Base Schools	Support Schools	Immediate Closure
I	Edison (R) Hennigan Middle (N)	Taft	Mead
II	Curley Lewis (R)	Roosevelt	
III	Lewenberg (R) Irving	Shaw	
IV	New Middle (N)	Rogers Thompson	
V	Cleveland Wilson (R)	Champlain Holmes	
VI	Gavin Roxbury Middle (R)	Dearborn McCormack (transfer to District 9)	
VII	Timilty (R) Prescott	Michealangelo Edwards	
VIII	New Middle (N)	Barnes Cheverus	
IX	M.L. King Mackey McCormack Wheatley (R)		

Secondary Schools

Enrollments at the secondary level are predicted to remain high over the next five years, but in the latter half of the eighties, they are expected to drop sharply. Harbridge house forecasts that by 1988-89, enrollments in secondary schools will be about 12,500 students, in contrast to current enrollments of over 19,000. This situation will force difficult choices to be made about the future character of secondary education in the city. If no actions are taken, many of the community district high schools will have 500 or fewer enrolled and magnet schools and programs will be reduced in size by almost half. These levels are well below the numbers of students required to sustain viable programs.

At the heart of the dilemma are two distinct approaches to secondary education which will be in competition for a pool of students which is too small to allow both to succeed. On the one hand, community district high schools often are seen as the critical apex of the pyrimidal district structure -- students from many elementary schools graduating to a smaller number of middle schools, and later graduating to the one or two high schools in the district. The system provides continuity of attention for students and an expanding local radius of friendships. If community districts are to be responsive to the full range of educational needs, the chain needs to

be complete. On the other hand, the citywide program of magnet schools has been highly successful in transforming the overall image and substance of educationin Boston. Currently, over half of the secondary level students elect to enroll in magnet high schools and programs. Many of the programs offered require a critical mass of students in order to succeed.

A further complication is the fact that, over the past decade, three new community district high schools (Charlestown, West Roxbury and Southwest II) and four new magnet school facilities (English, Madison Park, Umana, and ORC) have been constructed and together they have a combined capacity of about 8600 students. Thus, the logic of how to condense the system in response to significantly lower enrollments is not immediately apparent. The decision has administrative, programmatic and facilities-use dimensions.

The Unified Facilities Plan proposes only one immediate change in the secondary system--the closing of Roxbury High and converting it into a badly needed middle school for District VI. Students currently enrolled can easily be accomodated in the new Charlestown High or can be given preferential admission in nearby Magnet schools, Madison Park and English.

Beyond this the Unified Facilities Plan proposes that a Task Force be created immediately to explore possible approaches to secondary education during the latter half of the eighties. Among the many questions it will need to address are the following:

What is the optimum mix of educational opportunities, especially between specialized programs and comprehensive schools?

What is the minimum scale at which programs of each type can be effectively operated?

What proportion of places in the system should be reserved for admission by application?

Is it possible to distribute a broader set of magnet programs into comprehensive high schools? Conversely, should magnet programs currently distributed by reaggregated into facilities such as the ORC?

Which magnet programs are likely to have long term viability and which are likely to become out-of-date?

What are the administrative and symbolic consequences of discontinuing high schools in some of the community districts? Alternatively, what would the impacts be of creating a new city-wide school district responsible for secondary education?

The Task Force should also explore a range of structural and facilities options. Several possibilities are obvious points to begin, including:

- City-wide Secondary System. All facilities and programs would be consolidated into a new administrative district which would locate programs in structures that were most appropriate and in the best condition. In addition to the seven new facilities other facilities retained in use would probably include Boston Latin, Dorchester High and several other facilities retained for specialized programs. This option would have the advantage of offering total flexibility in locating programs and coordinating the educational opportunities available.

- Community District-Centered System. At the opposite extreme, emphasis could be placed on re-integrating magnet programs with community district high schools, possibly retaining only three magnet programs at reduced scale -- Latin (the two schools consolidated), Technical (consolidated with Umana) and Madison Park (vocational-centered and tied to ORC). English could become a new District I high school, Umana would become the new District VIII high school and the balance of the community district schools would become the dominant locations of education -- Southwest II (District I), West Roxbury (III), Hyde Park (IV), Dorchester (V), South Boston (VI) and Charlestown (VII).

- Mixed Mode System. Half of the community district high schools would be closed and pairs of districts would share facilities. At the same time, a number of the magnet facilities would be closed or reduced in size. The system might consist of: Southwest II (District I and II) West Roxbury (III - IV), Dorchester (V-VI), Charlestown (VII-VIII) as joint district high schools and Latin (Boston Latin and Latin Academy), English (reduced in size), Umana, Tech, Madison Park, ORC, and several smaller facilities as magnet schools. This approach would have the advantage of continuing to offer a clear choice between the two types of secondary programs.

These alternatives shown comparatively in Table 9 are presented as an indication of the magnitude of changes to the secondary system which must be considered. They are not by any means the only options; it is hoped that other alternatives could be devised which would have less disruptive effects on the current pattern of opportunities.

The debate about the future of secondary education must be joined now if adequate preparation is to be made for change. The Unified Facilities Plan proposes that July 1, 1984 be set as the date for the transition to whatever new system is adopted. To meet such a deadline, decisions on the new system will need to be made by 1982.

Table 4 POSSIBLE OPTIONS FOR SECONDARY SCHOOLS

City-Wide Secondary System

Boston Latins (3000 students)
Boston Tech (1000)
Charlestown (900)
Dorchester (900)
English (1200)
Madison Park (2000)
ORC (500)
Southwest III (900)
Umana (900)
West Roxbury (900)
Other small facilities (300)

Community District Centered System

English (I) (1000)
Southwest II (II) (900)
West Roxbury (III) (900)
Hyde Park (IV) (800)
Dorchester (V) (800)
South Boston (VI) (800)
Charlestown (VII) (900)
Umana (VIII) (900)
Latin (IX) (2000)
Tech (IX) (1500)
Madison Park/ORC (IX) (2000)

Mixed Mode System

Southwest II (I-II) (900)
West Roxbury (III-IV) (900)
Dorchester (V-VI) (900)
Charlestown (VII-VIII) (900)
Latin (IX (2000)
English (IX) (1200)
Umana (IX) (900)
Tech (IX) (1200)
Madison Park (IX) (2000)
ORC (500)
Other small facilities (1100)

Identifying Schools to be Closed

Each school in the system has a unique set of characteristics which have a bearing upon its viability for long term use. Among the many factors taken into account in assessing the potential of individual schools were:

- o Location -- distance from other schools, proximity to student densities, centrality to neighborhoods it serves, types of surrounding uses;
- o Neighborhood importance -- occupancy patterns in surrounding areas, symbolic value;
- o Physical characteristics -- age, size, facilities within, magnitude of renovation and modernization needed, past investments in upgrading, structural type, configuration, size of site, overall image;
- o Quality of educational programs -- achievment levels presence or absence of innovative or special programs, value of continuity of programs, possibilities of relocating programs;
- o Enrollment patterns -- walk-in proportion, geocodes served, stability of enrollments, desegregation compliance and difficulty of achieving or maintaining it, potential for reassigning students, relative and absolute transportation requirements if maintained or closed.
- o Re-use potentials.

For each of these factors, where it was possible, objective data was obtained as well as opinions and judgements of all who were involved in the planning process.

Because so many factors are involved, it is not possible to state a simple formula or set of rules which determined automatically the schools to be closed. Individual factors assumed more or less importance in each case. However, a consistent three-step process was employed in all districts:

First, the desirable school capacity was established for each of the three or four major neighborhoods in each district, based on numbers of pupils expected to enroll in public schools. This determined the "demand" for facilities in each sub area of the district.

Next, schools within each sub area were compared in terms of their physical quality, educational characteristics, and enrollment patterns; alternative configurations were considered.

Finally a choice was made between the alternatives based on an analysis of the impacts of changes, opinions of CDAC, district administrators, and others in the process, and taking account of logistical considerations.

School facility planning is an inexact science. Yet the aggregate of the proposals is, we believe, as close to an optimum pattern as knowledge and informed judgements can achieve.

District Office Locations

In each district a search was conducted for an appropriate location for district administrative offices. In several cases, new locations are necessary because of the growing staff accompanying decentralization, and the increased number of persons involved in the management and operation of each district. In general three objectives guided this search:

1. District offices should be in central locations which are easily accessible, preferably by public transportation, to all parents, staff and organizations concerned with district administrative activities.
2. Wherever possible, locations were sought in larger active schools, consistent with the intent of the court's order, and maintaining enrollment consistent with the objectives and policies of the U.F.P. Districts II, VIII, and IX have offices recommended of this type.
3. Where such facilities were not available in a district, alternative locations were selected which generally were smaller schools no longer needed for regular educational programs. In these cases, it is proposed that the district office contain district-wide support educational programs, such as Art-Works and district-wide staff resource center, thus making the district office an "Educational Support Center." This concept has been employed in Districts I, III, IV, V, VI, and VII.

The following table summarizes the recommended locations of each of the district administrative offices:

District	New Location	Active School	Educational Support Center
1	No		Mary Lyon
2	Yes	Parkman	
3	Yes		Barron
4	Yes		Tileston
5	No		Leen
6	No		Campbell Resource Ctr.
7	Yes		Lincoln
8	No	East Boston High	
9	No	Madison Park	

Impacts of Elementary School Proposal

The Unified Facilities Plan proposals have been analyzed in terms of how closely they match the planning objectives noted previously. Such an analysis will only account for the direct impacts — i.e., how students and neighborhoods will be affected directly by the changes proposed and what the facilities-related cost savings will be. When the reassignments plan is completed, it will be possible to examine also the indirect impacts including the overall patterns of enrollment, the impacts on achieving desegregation goals and the net cost savings accounting for the new patterns of transportation and teacher reassignments. In overall terms, the direct impacts of implementing the Plan will be:

- In 1978-9 approximately 77% of elementary school students attended schools which will be designated as Base Schools. Proposed 1980 closing will affect fewer than 9% students, while approximately 14% of students attended, in 1978, schools which are designated as Support Schools. These schools will be closed in the future if enrollment declines are as predicted.

- Schools designated for 1980 closings accommodated more walk-in White students than Black or Other Minorities. However, if all impacted students need to be transported to their reassignment schools, a larger proportion of Black and Other Minority students will continue to be transported, although the differences in proportions will be reduced. If all Support Schools eventually were to be closed, the transportation burden could become nearly equal for all racial-ethnic groups.

- Most schools proposed for 1980 closing and as Support Schools were not in desegregation compliance in 1978. Among schools proposed for 1980 closings, approximately 15% of the enrollment was in schools in compliance; for Support Schools the proportion is 11%. Through considered assignments of students in schools as they closed, significant progress should be possible in achieving desegregation compliance of schools which remain open.

- Schools proposed for closing in 1980 or designated as Support Schools are more often located in predominately White neighborhoods than in Black, Other Minority or mixed ethnic areas. This pattern will compensate for past decisions which have resulted in disproportionately more school closings in Black neighborhoods. It is also a reflection of the changing composition of the school population.

- Direct savings from closings could amount to about $60 per pupil in annual costs when all changes have occurred. Elimination of the need for capital expenditures in schools which may be closed will provide resources for substantial renovation of 8-10 older Base Schools.

- If the U.F.P. proposals are implemented, in Base Schools 42% of the capacity will be in new facilities, 19% will be in schools where Recovery Programs have been completed and 39% will be in older shools where needed maintenance has been completed. The qualities of facilities also will be more equal among districts.

Students Affected by Proposals

The three tables on the following pages list and summarize the impacts of the proposals in terms of the students who will be directly affected. Table 5 indicates 1978 enrollments in the schools proposed for 1980 closings. Table 6 indicates the schools and students which will be affected by uncertainties surrounding the future status of Support Schools, which will be closed over the six years if enrollment levels decline as predicted. Table 7 summarizes the 1978 enrollments in each district's proposed Base, Support and 1980 Closing Schools and provides a city-wide perspective on the proposals.

Across all districts, proposed Base Schools accommodated in 1978 a total of 77.0 percent of students enrolled at the elementary level. Thus, over three-quarters of the students in the system should have the opportunity to continue to attend the schools where they are currently enrolled. Closings proposed for 1980 will affect schools which enrolled 9.1 percent of the elementary students and in 1978 proposed Support Schools enrolled 13.9 percent of elementary students. Thus, with declining enrollments and as pupils normally move on to middle schools, fewer than 8 percent of elementary students should need to be reassigned in Fall 1980 as a result of school closings in that year.

Table 5

STUDENTS IMPACTED BY PROPOSED 1980 CLOSINGS - ELEMENTARY LEVEL

School	District	Total Enroll	Enrollment by Ethnic Group			Students Transported			Students Walk-In		
			B	W	O	B	W	O	B	W	O
Milmore	I	124	44	19[illegible]	61	37	8	52	7	11	9
Oak Square	I	93	35	35	23	31	2	20	4	33	3
Seaver	II	152	65	73	14	62	30	8	3	43	6
Barron	III	100	41	54	5	34	3	0	7	51	5
Cannon	III	109	44	59	4	44	29	4	0	30	0
Ripley	III	158	90	61	7	86	3	5	4	58	2
Conley	IV	148	47	98	3	46	13	2	1	85	1
Brooks	V	204	145	50	8	0	1	0	145	49	8
Richards	V	166	44	118	4	43	1	1	1	117	3
Bigelow	VI	288	110	156	22	109	17	18	1	139	4
Fenwick	VI	77	48	18	11	2	17	3	46	1	8
Tuckerman	VI	144	14	106	24	14	1	19	0	105	5
Bunker Hill	VII	161	62	67	32	62	13	28	0	54	4
Lyman	VIII	206	18	168	22	14	49	2	2	119	20
Hennigan	IX	656	248	219	189	152	196	99	96	23	90
Total - 15 Schools		2783	1053	1301	429	736	383	261	317	918	168

Table 6

STUDENTS IMPACTED BY UNCERTAINTIES OVER FUTURE OF SUPPORT SCHOOLS

ELEMENTARY LEVEL

SCHOOL	DISTRICT	TOTAL ENROLL	ENROLLMENT BY ETHNIC GROUP			STUDENTS TRANSPORTED			STUDENTS WALK-IN		
			B	W	O	B	W	O	B	W	O
Barrett	I	124	33	57	34	20	3	8	13	54	31
Winship	I	247	89	102	56	84	22	33	5	80	23
Abrahams	II	129	47	50	32	1	4	1	46	46	31
Bowditch	II	300	74	64	162	68	34	131	6	30	31
Kilmer	III	203	80	120	3	79	15	0	1	105	3
Morris	III	177	115	62	0	111	4	0	4	58	0
Mozart	III	213	100	98	15	99	10	5	1	8	10
Philbrick	III	116	39	72	5	34	18	2	5	54	3
Bradford	IV	262	186	70	6	17	70	3	169	0	3
Channing	IV	278	120	131	27	117	59	19	3	72	8
Endicott	V	240	174	52	14	54	51	14	120	1	0
Motley	V	206	122	79	5	122	1	4	0	78	1
Kenney	V	369	153	199	17	150	59	11	3	140	6
Clap	VI	300	83	170	47	82	56	43	1	116	4
Mason	VI	186	88	72	26	19	65	6	69	7	20
O'Reilly	VI	180	18	153	9	16	6	5	2	147	4
Perry	VI	170	38	128	4	37	11	2	1	117	2
Winthrop	VI	181	93	33	55	40	32	20	53	1	35
Prince	VII	177	57	35	85	53	12	83	4	23	2
Prescott	VII	392	110	156	126	109	13	123	1	143	103
Kennedy	VIII	172	1	167	4	1	32	1	0	135	3
Totals - 21 Schools		4622	1820	2070	732	1313	577	416	507	1493	316

Table 7

1978 ENROLLMENT BY PROPOSED CATEGORY OF ELEMENTARY SCHOOLS

DISTRICT	CATEGORY	# OF SCHOOLS	TOTAL ENROLL.	IMPACTED BY GROUP			STUDENTS TRANSPORTED			WALK-IN STUDENTS		
				B	W	O	B	W	O	B	W	O
I	B	6	1992	646	449	897	415	186	440	231	199	452
	S	2	371	122	159	90	104	25	41	18	134	54
	C	2	217	79	54	84	68	10	72	11	44	12
Total District		10	2580	847	662	1071	587	221	553	260	441	518
II	B	9	3008	1337	750	921	974	179	407	363	551	512
	S	2	429	121	114	194	69	38	134	52	96	62
	C	1	152	65	73	14	62	30	8	3	43	6
Total District		12	3589	1523	937	1129	1105	247	549	418	690	580
III	B	6	2539	1334	983	222	724	443	158	610	620	64
	S	4	709	334	352	23	323	47	7	11	225	16
	C	3	365	175	174	16	164	35	9	11	139	7
Total District		13	3613	1843	1509	261	1211	525	174	632	984	87
IV	B	8	2608	1650	902	56	778	261	26	872	641	30
	S	2	540	306	201	33	134	129	22	172	72	11
	C	1	148	47	98	3	46	13	2	1	85	1
Total District		11	3296	2003	1201	92	958	403	50	1045	798	42
V	B	11	5134	3097	1373	664	1219	482	158	1878	891	502
	S	3	934	515	359	60	387	112	42	128	247	22
	C	2	369	189	168	12	43	2	1	146	166	11
Total District		16	6437	3801	1900	736	1649	596	201	2152	1304	535
VI	B	6	2177	668	1037	472	435	213	276	233	824	206
	S	5	1017	320	556	141	194	170	76	126	386	65
	C	3	509	172	280	57	135	35	30	37	245	17
Total District		14	3703	1160	1873	670	764	418	382	396	1455	288

VII	B	6	2743	1077	597	1069	686	323	515	391	274	554
	S	2	569	167	191	211	162	25	106	5	166	105
	C	1	161	62	67	32	62	13	28	0	54	4
Total District		9	3473	1306	855	1312	910	361	649	396	494	663
VIII	B	6	1451	57	1313	81	23	217	19	34	1096	62
	S	1	172	1	167	4	1	32	1	0	135	3
	C	1	206	16	168	22	14	49	2	2	119	20
Total District		8	1829	74	1648	107	38	298	22	36	1350	85
IX	B	9	3576	1535	1470	571	1326	1124	405	209	346	166
	S	0	0	0	0	0	0	0	0	0	0	0
	C	1	656	248	219	189	152	196	99	96	23	90
Total District		10	4232	1783	1689	760	1478	1320	504	305	369	256
CITYWIDE												
	B	67	25228	11401	8874	4953	6580	3928	2404	4821	5446	2549
	S	21	4741	1886	2099	756	1374	578	429	512	1521	327
	C	15	2783	1053	1301	429	736	383	261	317	918	168
Total Citywide			32752	14340	12274	6138	8690	4389	3094	5650	7885	3044
CITYWIDE PERCENTAGES												
	B		77.0	79.5	72.3	80.7						
	S		14.5	13.2	17.1	12.3						
	C		8.5	7.3	10.6	7.0						
				100.0	100.00	100.0						
Total Citywide Enrollment			100.0	43.8	37.5	18.7						

(1) As of 10/28/78

Students from each of the three racial-ethnic categories will be impacted relatively evenly, as Table 7 indicates. In 1978 slightly fewer White students attended facilities proposed as Base Schools; correspondingly 11.3 percent of White students attended schools scheduled for 1980 closing as opposed to 8.1 percent of Black and 7.2 percent of Other Minority students.

Overall, in 1978, proposed Base Schools enrolled 25,228 students, proposed Support Schools enrolled 4,538 and schools proposed for closing in 1980 enrolled 2,986.

In none of the nine districts will closings proposed for 1980 impact more than 16 percent of students enrolled. The proposed closing of the Hennigan School in District IX, to permit its conversion to a middle school, will affect 15.5 percent of magnet district elementary enrollments. In District VI, which has the largest excess capacity, the impacts will be next greatest affecting 13.7 percent of students. At the opposite extreme, in Districts II, IV and VII, fewer than five percent of students will be impacted by 1980 closings.

Impacts on Desegregation Compliance

The reassignment pattern will ultimately determine how many of the active schools will be in compliance with desegregation targets. However, the Plan seeks to avoid impacts on schools which currently meet such targets. Table 8 outlines for each district the numbers of schools in and out of desegregation compliance for each of the three categories -- Base, Support and Immediate Closing.

Table 8

RELATIONSHIP OF PROPOSALS TO DESEGREGATION COMPLIANCE IN 1978-9

DISTRICT	CATEGORY	NO. OF SCHOOLS	IN COMPLIANCE	OUT OF COMPLIANCE	OUT OF COMPLIANCE B	W	O
I	B	6	3	3		3	2
	S	2	0	2	1	2	1
	C	2	1*	1		1	1
II	B	9	1	8	3	4	6
	S	2	0	2			2
	C	1	0	1			1
III	B	6	4	2	1		2
	S	4	0	4	2	2	3
	C	3	3**	0		3	
IV	B	8	3	5	3	3	4
	S	2	0	2	2	1	1
	C	1	0	1	1	1	1
V	B	11	2	9	6	8	8
	S	3	0	3	2	2	2
	C	2	0	2	2	2	1
VI	B	6	1	5	2	3	5
	S	5	2***	3	3	3	3
	C	3	0	3	2	2	1
VII	B	7	1	6	1	4	4
	S	2	0	2	1	1	1
	C	1	0	1		1	1
VIII	B	6	2	4	4		2
	S	1	0	1			1
	C	1	0	1		1	1
IX	B	9	2	7	5	4	7
	S	0					
	C	1	0	1		1	1
Citywide	B	68	19	47	25	31	39
	S	21	2	19	11	12	14
	C	15	4	11	5	9	8

Table 8 - Continued

Notes:

B - Proposed Base Schools

S - Proposed Support Schools

C - Schools Proposed for Closing in 1980

* Oak Square

** Barron, Cannon, Ripley (See Note p. I.46)

*** Clap, Mason

Of the 15 schools proposed for closing in 1980, four were in desegregation compliance -- Oak Square, Barron, Cannon and Ripley. The Cannon and Ripley schools are in compliance only because predominately White kindergarten students are co-located with predominately Black Grades 1-5 students. All of these are small schools which accommodate only 458 students in 1978/79, or 15 percent, of the students enrolled in proposed Support Schools. Thus, immediate closing of the four schools and possible future closing of the two Support Schools will not deter in a significant way the movement towards a system of desegregated schools. In actuality, if students in schools to be closed are reassigned sensitively, they should help bring a greater number of remaining Base Schools into compliance.

Impact on the Relative Transportation Burden

Currently, the transportation burden falls disproportionately on Black and Other Minority students. The effect of the proposals should be to narrow the gap between the proportion of students in each racial-ethnic group which require transportation.

Table 5 previously indicated the split between walk-in and transported students in each of the schools proposed for closing in 1980; similar totals are shown on Table 6 for proposed Support Schools. Table 9 places these figures in the context of current district and city-wide transportation percentages and indicates how these proportions would change if all students attending schools proposed for closing in 1980, or potentially to close later, required transportation.

Table 9

POTENTIAL TRANSPORTATION IMPACTS ON RACIAL-ETHNIC GROUPS - ELEMENTARY SCHOOL PROPOSALS FOR 1980 CLOSINGS

Assuming all students reassigned from schools to be closed will require transportation to new schools

District	Enrollment Percentages By Group			Percent of each group Transported in 1978			Max. % requiring Transp. after 1980 closings			Max. % requiring Transport. if all support schools close in addition to 1980 closings		
	B	W	O	B	W	O	B	W	O	B	W	O
Citywide	43.8	37.5	18.7	60.6	35.8	50.4	62.8	43.4	53.2	66.4	55.6	58.5
I	32.8	25.7	41.5	69.3	33.4	51.6	70.6	40.0	52.7	72.7	60.3	57.8
II	42.4	26.1	31.5	72.6	26.4	48.6	72.8	30.9	49.2	76.2	42.2	54.7
III	51.0	41.8	7.2	65.7	34.8	66.6	66.6	44.0	69.3	66.9	58.9	75.5
IV	60.7	36.4	2.8	47.8	33.6	54.3	47.9	40.6	55.4	56.5	46.6	67.4
V	59.0	29.5	11.4	43.4	31.4	27.3	47.2	40.1	28.8	50.6	53.1	31.8
VI	31.3	50.6	18.1	65.9	22.3	57.0	69.1	35.4	59.6	79.9	57.9	69.3
VII	37.6	24.6	37.8	69.7	42.2	49.5	69.7	48.5	49.8	70.1	68.0	57.8
VIII	4.0	90.1	5.9	51.4	18.1	20.6	54.1	25.3	39.3	54.1	33.5	42.1
IX	42.1	39.9	18.0	82.9	78.2	66.3	88.3	79.5	78.2	88.3	79.5	78.2

City-wide 1978, 60.6 percent of Black students and 50.4 percent of Other Minority students were transported to elementary schools, while only 35.8 percent of White students required transportation. The schools proposed for immediate closing and as Support Schools generally accommodate many more White walk-in students and more Black and Other Minority transported students. As Table 9 indicates, the burden of transportation will become more equal if all students attending schools to be closed in 1980 need to be transported to their new schools. The differences will narrow further, although not completely, if all Support Schools are eventually closed and their students require transportation.

We should emphasize that these calculations are hypothetical -- they are likely to overstate the amount of transportation actually required when the pattern of reassignments is determined. This is for several reasons: because many students attending schools to be closed could be reassigned to a school within a few blocks of their current location and thus not need transportation; because reassignments at the entry level could be made on a walk-in basis to fill vacancies in Base Schools; and because the proposals generally advocate retaining schools in the highest density areas. Hopefully, the city-wide proportion of students transported will not exceed the current level. Nonetheless, the proposals offer the potential for equalizing the relative burdens of transportation among racial-ethnic groups.

Neighborhood Impacts

The impacts that school closings have on individual neighborhoods are extremely difficult to predict in large part because they are dependent upon the future use to which the building and property is put, and the timing of the conversion. Impacts of a school closing can be beneficial to a neighborhood if redevelopment occurs which is sympathetic with and supports neighborhood values. The negative impacts which closings can have are usually related to a slow process of re-use which can leave a vacant and abandoned building in a neighborhood for an indeterminant length of time.

School closings proposed in the U.F.P. do not adversely affect any single area of the City to a significantly greater extent than any other, especially when examined in light of the past seven years. The Base facilities designated to remain over the next ten years are located mainly where students in the public system reside. Schools proposed for closing are mostly located in areas in which few public school children reside, or where the decline in children has resulted in a substantial differential between the number of student places available and the number of students residing in an area. Generally, the areas in which the greatest densities of public school students reside are: East Boston, Roxbury, the South End, Franklin Field, Mattapan, and Mission Hill. With the exception of East Boston, these areas are predominantly inhabited by Black, Hispanic and Other Minority groups. These are also the areas in which the greatest numbers of schools have been closed in the past.

Over the past seven years, 41 elementary schools have been closed in the City. A large proportion of these were replaced directly by the construction of the 23 new schools which have opened since 1959. Some 19 of the schools closed were in predominately Black areas, 12 were in predominately White areas, 5 were in areas dominated by Other Minority groups, and 5 were in racially and ethnically mixed areas. At the same time, more of the new schools were located in White areas than Black, Other Minority, or mixed areas. When all individual cases are considered, the past pattern of unreplaced closings in Black areas, particularly Roxbury is even more pronounced.

The closings proposed for 1980 will bring the total closings in predominantly White areas to 23 and those in predominantly Black areas to 20. Taken together with the pattern for Support schools, the effect is to even out the neighborhood impacts of closings in the context of where students are presently located and likely to be in the future; the patterns of past closings and past new facility construction. Table 10 summarizes these patterns.

The overall pattern which the Plan proposes is to retain Base schools in sufficient capacity to match likely neighborhood enrollments. It also favors the retention of schools in areas where there is a high potential for desegregated walk-in enrollments. Through these policies, it is hoped, the future of schools will be more coupled with the population and enrollment trends in neighborhoods in which they are located.

Table 10

IMPACTS OF PAST AND PROPOSED ELEMENTARY SCHOOL DECISIONS

District	Action	No. of Schools	Predom. Black N'Hood	Predom. White N'Hood	Predom. Other Ethnic N'Hood	Mixed R-E N'Hood
I	Closed	5		1	2	2
	Prop 80 Close	2		1		1
	Support	2		1	1	
	New	1			1	
	Prop. New	2				
II	Closed	4	3		1	
	Prop. 80 Close	1		1		
	Support	2				2
	New	2		1		1
	Prop. New					
III	Closed	2	1	1		
	Prop. 80 Close	3		3		
	Support	4		4		
	New	4	1	2		1
	Prop. New					
IV	Closed	5	5			
	Prop. 80 Close	1		1		
	Support	2	1	1		
	New					
	Prop. New					
V	Closed	7	2	5		
	Prop 80 Close	2	1	1		
	Support	3	1	2		
	New	2	2			
	Prop. New					
VI	Closed	7	3	4		
	Prop. 80 Close	3	1	2		
	Support	5		3		2
	New	2	1	1		
	Prop. New	1	1			

VII	Closed	10	4	1	2	3
	Prop 80 Close	1		1		
	Support	2		2		
	New	6	1	3	1	1
	Prop. New					
VIII	Closed	1	1			
	Prop 80 Close	1		1		
	Support	1		1		
	New					
	Prop. New					
IX	Closed					
	Prop 80 Close	1				1
	Support					
	New	6	2	1	1	2
	Prop New					
Citywide Totals						
	Closed	41	19	12	5	5
	Prop 80 Close	15	2	11		2
	Support	21	2	14	1	4
	New	23	7	8	3	5
	Prop. New	1	1			

Notes:

(1) Schools "closed" are those declared no longer needed for school purposes from 1973-79. Note many of these were replaced in whole or part by new facilities.

(2) "Prop. 80 Close" are according to this UFP.

(3) "Support" are according to this UFP.

(4) "New" are new schools opened since 1959 and still in use for elementary purposes.

(5) "Prop. New" are according to this UFP.

Financial Impacts

A first preliminary indication of the facilities-related savings flowing from the proposals in the Unified Facilities Plan may be found in Table 11 and 12. These figures, in 1978-9 dollars, reflect reductions in operating and maintenance costs, average annual repairs and alteration foregone and the capital improvements which will not be required if the schools are closed.

Transportation costs, if they increase as a result of reassignments, are not reflected. More significant in terms of resources are the potential reallocations of resources possible through reassignment of teachers and administrative staff, which cannot be estimated at this time.

Based on the estimates in Table 11, the 15 schools proposed for 1980 closing currently cost approximately $491,000 to operate and maintain and require approximately $148,000 in annual repairs and alterations. If they were to be kept open, they would require about $2,309,000 in capital improvements. All of these costs can be eliminated through closing. In effect, they would provide approximately $20 per year per student currently in the system in the form of additional resources that could be allocated to education, not counting the personnel that can be deployed more efficiently. The capital improvements which are unnecessary if schools are closed amount to $71 for each pupil currently in the system.

Support Schools offer additional potential savings, if they are closed, of $611,000 in annual operating and maintenance costs, an average of $165,000 in annual repair and alteration costs, and capital improvement savings of approximately $2,312,000.

TABLE II

EXPECTED DIRECT SAVINGS FOR ELEMENTARY SCHOOLS TO BE CLOSED IN 1980

SCHOOL	OPERATIONS AND MAINTENANCE (1)	REPAIRS AND ALTERATIONS (2)	CAPITAL IMPROVEMENT REQUIRED (3)
DISTRICT 1			
Milmore	$16,000	$23,380	$58,000
Oak Square	17,000	3,828	12,000
DISTRICT II			
Seaver	53,000	8,874	48,000
DISTRICT III			
Barron	40,000	3,581	36,000
Cannon	41,000	11,227	15,000
Ripley	32,000	7,275	124,300
DISTRICT IV			
Conley	24,000	5,417	134,000
DISTRICT V			
Brooks	51,000	14,589	106,000
Kenny	39,000	14,244	309,000
DISTRICT VI			
Bigelow	58,000	21,755	296,000
Fenwick	28,000	12,090	127,400
Tuckerman	19,000	7,916	69,500
DISTRICT VII			
Bunker Hill	30,000	3,460	117,000

TABLE T1 Continued

EXPECTED DIRECT SAVINGS FOR ELEMENTARY SCHOOLS TO BE CLOSED IN 1980

SCHOOL	OPERATIONS AND MAINTENANCE (1)	REPAIRS AND ALTERATIONS (2)	CAPITAL IMPROVEMENT REQUIRED (3)
DISTRICT VIII			
Lyman	$33,000	$10,061	$855,000
DISTRICT IX			
Hennigan (4)			
TOTALS	$491,000	$147,697	$2,309,200

NOTES:

(1) Custodial salaries, heat, and utilities costs for 1977-78, Boston School Department Budget Summaries, 9/29/78

(2) Maintenance of plant costs, average of 1975-76, 1976-77, and 1977-78 (except wher indicated, Annual Reports of the Business Manager

(3) Capital Improvement Summary Sheets prepared by the Department of Planning and Engineering

(4) Shifted to middle school use, thus no savings.

TABLE 12

SUPPORT

EXPECTED DIRECT SAVINGS FOR ELEMENTARY SCHOOLS TO BE CLOSED IN 1980

SCHOOL	OPERATIONS AND MAINTENANCE (1)	REPAIRS AND ALTERATIONS (2)	CAPITAL IMPROVEMENT REQUIRED (3)
DISTRICT I			
Barrett	$13,000	$ 1,668	$168,500
Winship	37,000	16,341	64,000
DISTRICT II			
Abrahams	21,000	4,966	136,000
Bowditch	28,000	7,261	98,000
DISTRICT III			
Kilmer	30,000	2,532	73,000
Morris	24,000	5,064	135,000
Mozart	23,000	11,777	66,500
Philbrick	25,000	4,366	66,000
DISTRICT IV			
Bradford (Annex)	35,000	6,850 (2 yrs. only)	92,000
Channing	32,000	1,093	207,000
DISTRICT V			
Endicott	40,000	18,912	73,000
Motley	33,000	6,278	53,000
Rochambeau	36,000	6,672	105,000
DISTRICT VI			
Clap	28,000	5,520	40,500
Mason	30,000	9,363	168,500
O'Reilly	34,000	6,271	190,000
Perry	41,000	19,785	232,500
Winthrop	35,000	12,479	60,000

TABLE 12 Continued

SUPPORT

EXPECTED DIRECT SAVINGS FOR ELEMENTARY SCHOOLS TO BE CLOSED IN 1980

SCHOOL	OPERATIONS AND MAINTENANCE (1)	REPAIRS AND ALTERATIONS (2)	CAPITAL IMPROVEMENT REQUIRED (3)
DISTRICT VII			
Prince	$31,000	$8,591	$117,000
Warren-Prescott (4)			
DISTRICT VIII			
P. Kennedy	35,000	8,765	166,000
DISTRICT IX			
None			

NOTE:

(1) Custodial salaries, heat, and utilities costs for 1977-78, Boston School Department Budget Summaries, 9/29/78

(2) Maintenance of plant costs, average of 1975-76, 1976-77, and 1977-78 (except where indicated, Annual Reports of the Business Manager

(3) Capital Improvement Summary Sheets prepared by the Department of Planning and Engineering

(4) Reassigned to middle school use, thus no saving.

As enrollments decline and as costs continue to escalate, these savings will assume increasing importance. The 4.6 million of capital expenditure which would be required in 1980 closing and Support Schools if they were maintained in use can provide for a substantial renovation of 8 to 10 older schools. With a projected elementary enrollment of 24,474 in 1983, annual savings of almost $60 per student can be reallocated to other educational purposes.

Equality of Facilities

Table 13 compares the inventory of facilities which will remain in use as Base Schools in each district, according to the plan. In the majority of districts, over half of the student places will be in schools less than 20 years of age or in older schools which have been substantially renovated and modernized through the proposed School Recovery Program. There will continue to be disparities in the age and building conditions among the districts, but these are mainly the result of past investment patterns in which new schools were concentrated in four of the nine districts (III, VI, VII, and IX) while other districts were totally passed by (IV and VIII). The investment pattern proposed in the Plan is aimed at compensating for these past decisions.

On a city-wide basis, if the Plan is implemented, 42 percent of the capacity of Base Schools will be in relatively new facilities, 19 percent will be in schools renewed through the School Recovery Program and 39 percent will be in older facilities which can be maintained through proper maintenance. By 1985 all elementary pupils will have the opportunity to attend schools which meet today's standards for a decent educational environment.

TABLE 13

DISTRICT COMPARISON OF QUALITY OF EDUCATIONAL FACILITIES - PROPOSED ELEMENTARY BASE SCHOOL

DISTRICT	PERCENTAGE OF CAPACITY IN SCHOOLS CONSTRUCTED SINCE 1959	SCHOOLS TARGETED FOR SCHOOL RECOVERY PROGRAM	RENOVATED OR REPAIRED OLDER SCHOOLS
I	26	12	62
II	34	19	47
III	52	40	8
IV	0	40	60
V	31	14	55
VI	55	8	37
VII	78	12	10
VIII	0	51	49
IX	72	0	28
CITYWIDE	42	29	39

V. IMPACTS OF MIDDLE SCHOOL PROPOSALS

The Unified Facilities Plan proposes major efforts to acquire new facilities for middle schools -- two new facilities, two new elementary schools converted to a middle school use and one secondary school renovated for middle school use. It is only after these actions occur, and when enrollments begin to decline in a significant way in the mid-1980s, that major shifts in the location of middle school education will occur. Thus, few of the students currently enrolled in middle schools will be affected by changes and those who are affected will be reassigned to better facilities than those they currently attend. Nonetheless some uncertainties will result, mainly fears concerning the continued educational quality of schools to be closed in the 5-10 year future. On the program side, the School Department will carefully monitor those schools to ensure that the quality is not eroded as the date for a final decision on closing approaches.

Table 14 outlines the 1978-9 enrollment patterns in middle schools which will be affected by the Plan. The 12 schools (of the 31 currently in use) may be divided into four categories in terms of type of impacts: a school to be closed immediately where students will need to be reassigned; schools to be closed in the more distant future (4) where students will be reassigned to the several remaining district schools; schools which will be closed when their replacement facility is complete (6); and a shift from a community district to the magnet district (1), where all students attending at the time of the shift may not be able to remain until they matriculate.

The Mead School, proposed for 1980 closure, enrolled 140 students in 1978, most of whom walked to the facility. Thus, approximately 90 students will be impacted most by the shift, the majority of whom are Black.

Only in Districts II, III, and IV will significant numbers of students be

located outside the 1½mile radius and therefore require transportation to the nearest school after closings or replacement facilities are opened. In each of these districts, the low density of students makes it impossible to retain schools in a pattern where the complete district population will have walk-in access to middle schools.

Table 14

STUDENTS IMPACTED BY UNCERTAINTIES - MIDDLE LEVEL

School	District	1978 Enrollment	Enrollment by Ethnic Group			Students Transported			Walk-In Students		
			B	W	O	B	W	O	B	W	O
IMMEDIATE CLOSING											
Mead	I	140	82	27	31	17	0	5	65	27	26
SUPPORT SCHOOLS - NO REPLACEMENT											
Roosevelt	II	449	225	83	141	2	52	19	223	31	122
Shaw	III	457	300	133	24	300	34	20	0	99	4
Champlain	V	275	187	59	29	8	3	2	179	56	27
Holmes	V	496	330	144	22	1	28	2	329	116	20
		1677	1042	419	216	311	419	43	731	302	173
SUPPORT SCHOOLS - TO BE REPLACED											
Taft	I	675	299	170	206	270	76	147	29	94	59
Rogers	IV	870	504	352	14	396	23	4	108	329	10
Thompson	IV	656	506	138	12	117	97	5	150	41	7
Dearborn	VI	363	179	135	49	20	126	9	159	9	11
Michelangelo	VII	334	125	66	143	124	17	120	1	45	23
Edwards	VII	476	206	113	157	204	13	142	2	100	15
DISTRICT SHIFTS											
McCormack	VI	722	195	416	111	47	412	76	148	4	35
CITY-WIDE TOTALS OF ALL SCHOOLS											
		16253	7739	6370	2146	3866	2946	1480	3871	3424	666
			47.6	39.2	13.2	50.0	46.2	69.0	50.0	53.8	31.0

Public School Enrollments:

Demographic Groups & Neighborhoods

Part 2

Demographic Groups & Neighborhoods

This chapter has three sections. The first describes the present patterns of enrollment by race/ethnicity and density; the second summarizes and maps the enrollment trends identified in a residential study prepared by John Coakley, Senior Officer, Department of Implementation; the third identifies other trends -- children, housing and the major demographic groups in the city according to their impacts on enrollment. The major conclusions to be drawn, in the context of continuing overall decline in enrollments are:

- Minority groups now contribute the majority of public school children to the system. Recognizing the higher birth rates of several minority groups and continued in-migration, and assuming continued viability of the parochial school system, the percentage of Minority school children will continue to rise -- especially Hispanic and Chinese.

- Minority groups live in concentrated segregated neighborhoods which will continue to expand at their edges although more slowly than in recent past. This expansion will continue to increase the percentage of Minority students in all districts (except VIII) but especially in Districts IV and V.

- There is an extremely uneven pattern of densities of students. Very high concentrations of public school children corresponds generally with Minority and low-income White neighborhoods. Given the higher density of those neighborhoods and the commitment of Minority groups to the public school system, the pattern will persist. The high density concentrations will be reinforced if the Boston Housing Authority succeeds in modernizing and filling the several thousand family units which are now vacant.

- The impact of new groups such as young professionals on public school enrollment will be slight because they represent a low percentage of the total population, have low birthrates and are highly mobile.

Enrollment | Patterns

A. Race/Ethnicity. (Figure 1). The pattern reflects the concentration of minority groups in segregated neighborhoods running generally through the center of the city with small Chinese clusters in Brighton.

1. Black. The pattern of residence runs through the center of the city, starting in the southern portion of the South End (District VII) through Lower Roxbury (Districts VI & VII), Washington Park (District II), Dorchester/Uphams Corner (District V), Franklin Field (District III), Dorchester/Fields Corner (District V), Mattapan and Hyde Park (District IV). Scattered concentrations of enrollment come from the housing projects: Commonwealth in Brighton (District II); Columbia Point (District VI); Archdale (District II); and Washington-Beech (District III).

2. Hispanic. The Hispanic pattern is generally at the edges of the Black neighborhoods -- in the South End around Villa Victoria (District VII): along Dudley Street (District VI); Dorchester/Uphams Corner (District V); Mission Hill and Bromley/Heath housing projects and Hyde Square (District I); and the northern part of Jamaica Plain (District II). Significant numbers are in the Commonwealth project (District I) and scattered in the eastern part of Brighton (District I).

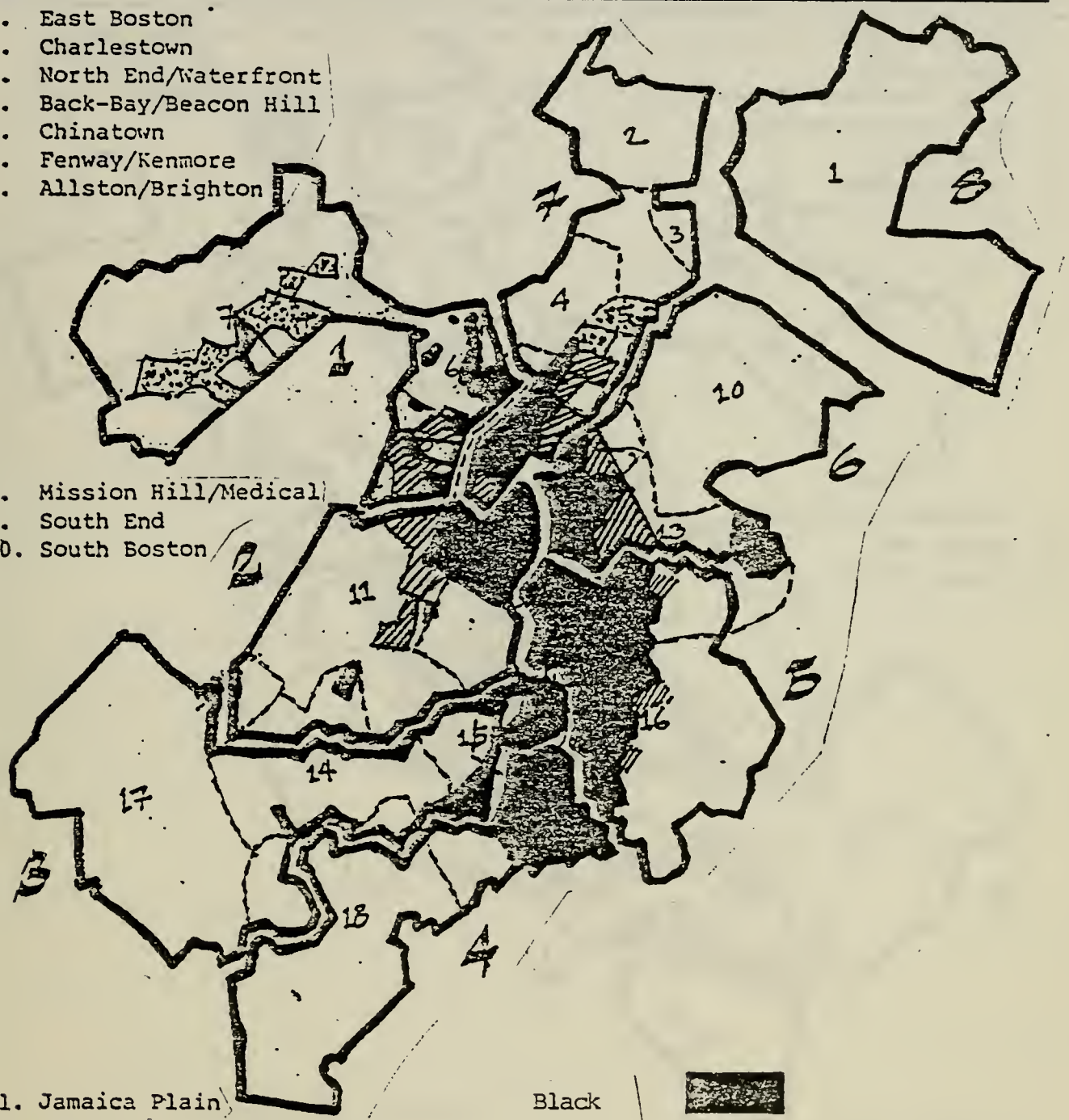
3. Chinese. The largest concentration is in the core of Chinatown, the Castle Square Project and the Seven Streets area of South End (District VII). The other concentration is in the eastern half of Brighton in a band north and west of Commonwealth Avenue (District I).

4. White. The remainder of the city -- solidly in west Brighton and Allston (District I); East Boston (District VIII); Charlestown (District VII). South Boston (District VI); the eastern half of Dorchester (District VI), the western half of Jamaica Plain (District II); West Roxbury and Roslindale (District II, and most of Hyde Park (District IV).

B. Density. (See Figure 2). The higher densities of public school enrollment correspond in general to the Minority neighborhoods which have higher residential densities and where higher proportions enroll in public schools. In addition, there are high enrollments from BHA and subsidized housing areas in White neighborhoods. Examples are: The Faneuil project in Brighton; Charlestown 2-1 and Charlesnewtown; East Boston 2-8, Orient Heights and Brandywine Village; D Street, Mary McCormack and Old Colony in South Boston; and Georgetown Housing in Hyde Park. There are also high density neighborhoods in East and South Boston. The differences in number of public school per

Boston Redevelopment Authority
Planning Districts

1. East Boston
2. Charlestown
3. North End/Waterfront
4. Back-Bay/Beacon Hill
5. Chinatown
6. Fenway/Kenmore
7. Allston/Brighton
8. Mission Hill/Medical
9. South End
10. South Boston
11. Jamaica Plain
12. Roxbury
13. Uphams Corner-Dorchester
14. Roslindale
15. Mattapan/Franklin Field
16. Fields Corner-Dorchester
17. West Roxbury
18. Hyde Park



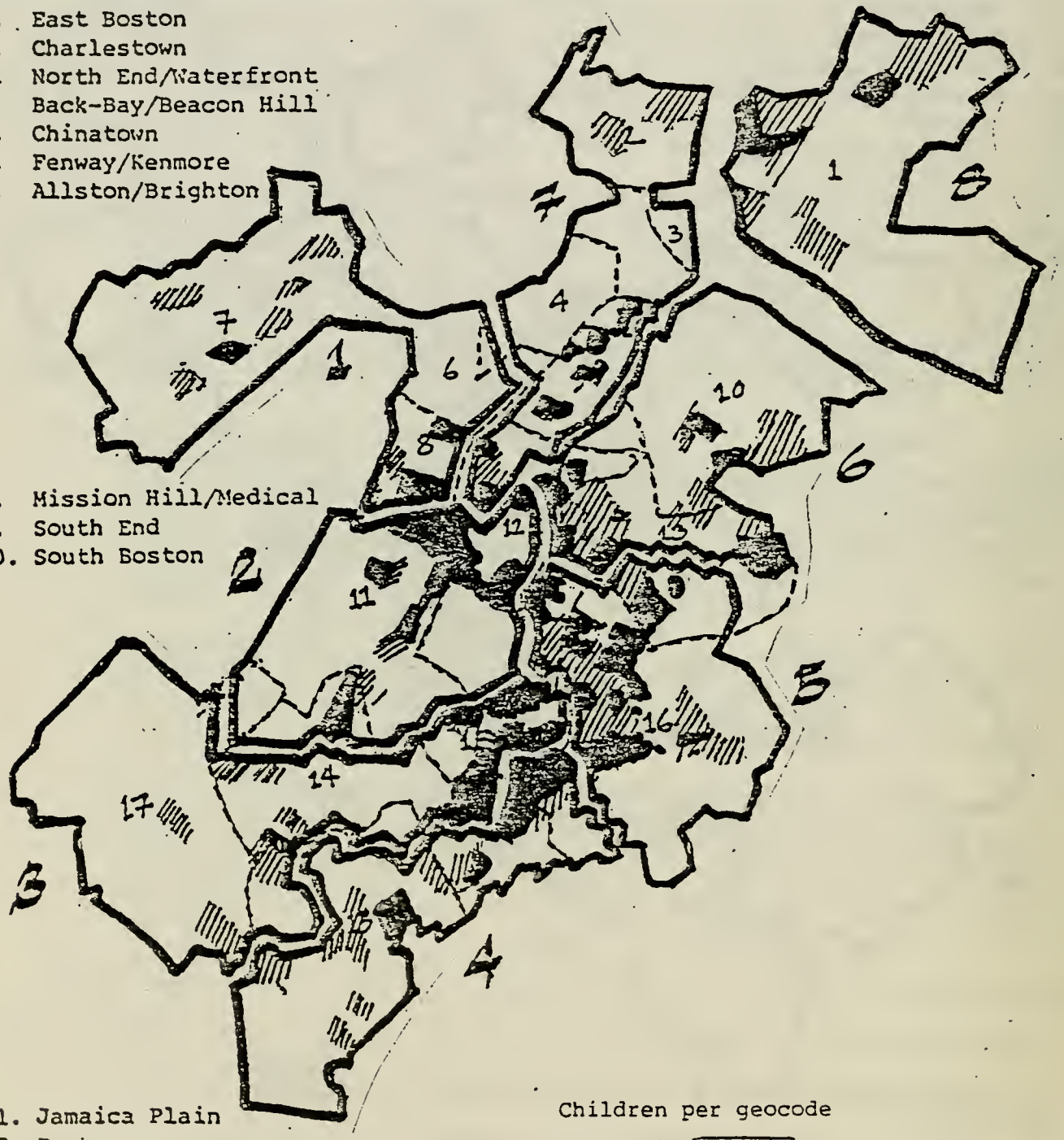
Black
White
Hispanic
Chinese

Figure 1

PREDOMINANT RACIAL/ETHNIC GROUPS:
Public School Enrollment by Residence

Boston Redevelopment Authority
Planning Districts

1. East Boston
2. Charlestown
3. North End/Waterfront
4. Back-Bay/Beacon Hill
5. Chinatown
6. Fenway/Kenmore
7. Allston/Brighton
8. Mission Hill/Medical
9. South End
10. South Boston
11. Jamaica Plain
12. Roxbury
13. Uphams Corner-Dorchester
14. Roslindale
15. Mattapan/Franklin Field
16. Fields Corner-Dorchester
17. West Roxbury
18. Hyde Park



Children per geocode

0 - 100

100 - 200

over 200

Figure 2

DENSITY OF PUBLIC SCHOOL ENROLLMENT

geocode are very wide. In District IV, for example, there are over 500 students from one geocode in the Franklin Field Housing Project, while some geocodes in West Roxbury have fewer than 20 students.

Trends in Enrollment

This section summarizes and puts in map form the findsings from the Residential Trends Study prepared by John Coakley Senior Officer, Office of Implementati in January, 1979.

A. Figures 3 through 6 map the trends in enrollment from 1975 to 1978 by four catagories: Kindergarten, Elementary, Middle, and High School. Looking at trends by categories, the maps reflect the future declines in enrollment. The High School pattern shows increases in every District except VIII. The Middle School enrollment shows increases only in parts of District I, IV, V, and VII. The Elementary School enrollments show increases only in the eastern half of District IV with decreases in every District except VII. Kindergarten enrollments show no increases anywhere in the city.

   Looking at the maps by neighborhoods, the patterns show a maturing of school age population in the Black areas except in eastern District IV, southwestern District V, and southern District VII. The other comparatively strong enrollments are in Districts VII and II reflecting the higher birthrates and in-migration of Hispanic and Chinese residents.

B. Coakley made the following observations about enrollments in the public school system, highlighting the most significant trends. In parentheses are our observations on the corresponding neighborhood and demographic change.

   1. District III has shown the greatest change in the number of public school residents (from 11,057 in May, 1976 to 9312 in October, 1978), a decline of 16%.

      (Aging population in West Roxbury and Roslindale, continued high parochial school enrollment, housing loss in the Franklin Field area.)

   2. District VII has evidenced the most stable residential pattern, a decline of 1% (only 66 students) from May, 1976 to October, 1978.

      Increasing Hispanic and Chinese population with high public school enrollment which offsets decreasing White enrollment. Most of the increase is in South End and Chinatown.)

   3. District IV has experienced the most dramatic change in its racial residential pattern, an increase of 951 resident Black students and a decline of 1,355 White students, a change in Black residential percentage from 45% to 58% and in White residential percentage from 53% to 39%.

(The fastest racial change in the city in the last few years has been in Hyde Park -- mostly young middle-class Black families buying from aging White owners. Also increasing paraochial school enrollment in adjacent suburbs.)

4. District V has experienced a change in Black residential percentage from 53% to 60% and in White residential percentage from 40% to 30%.

   (An area that has been slowly changing racially for many years with Hispanic residents increasing more rapidly in the last few years.)

5. District I has experienced a change in White residential percentage from 39% to 30% and in Other Minority residential percentage from 27% to 35%.

   (Reflects continued growth of Hispanic population in the area and the housing projects -- Bromley Heath and Mission Hill. Also Chinese in Brighton/Allston. Continued high parochial school enrollment in Brighton/Allston)

6. District II has experienced a change in White residential percentage from 40% to 32% and in Other Minority residential percentage from 17% to 24%.

   (Reflects increase in Hispanic population in Hyde Square, aging White population.)

7. Didstrict VI has experienced little change in racial residential percentages.

   (Strong barriers of highways, industrial areas, and resistance to migration are preventing racial change. Other factors are White housing projects in South Boston and the loss of Black and Hispanic population from Columbia Point. Hispanic population continues to grow along Dudley Street.)

8. Although District VIII was least affected by the Court Orders on Student Desegregation, it lost 611 student residents, representing a 12% decline which was second only to District III's residential decline of 16%.

   (East Boston's building of family housing of the last decade has stopped. More new subsidized family housing is unlikely. Population is aging.)

9. Although Districts II, IV, and V have experienced racial shifts in residential patterns, their total public school residential declines have been only 4%, 4% and 5% respectively.

   (The new residents in these Districts are younger Black and Hispanic families with more children and a commitment to public schools.)

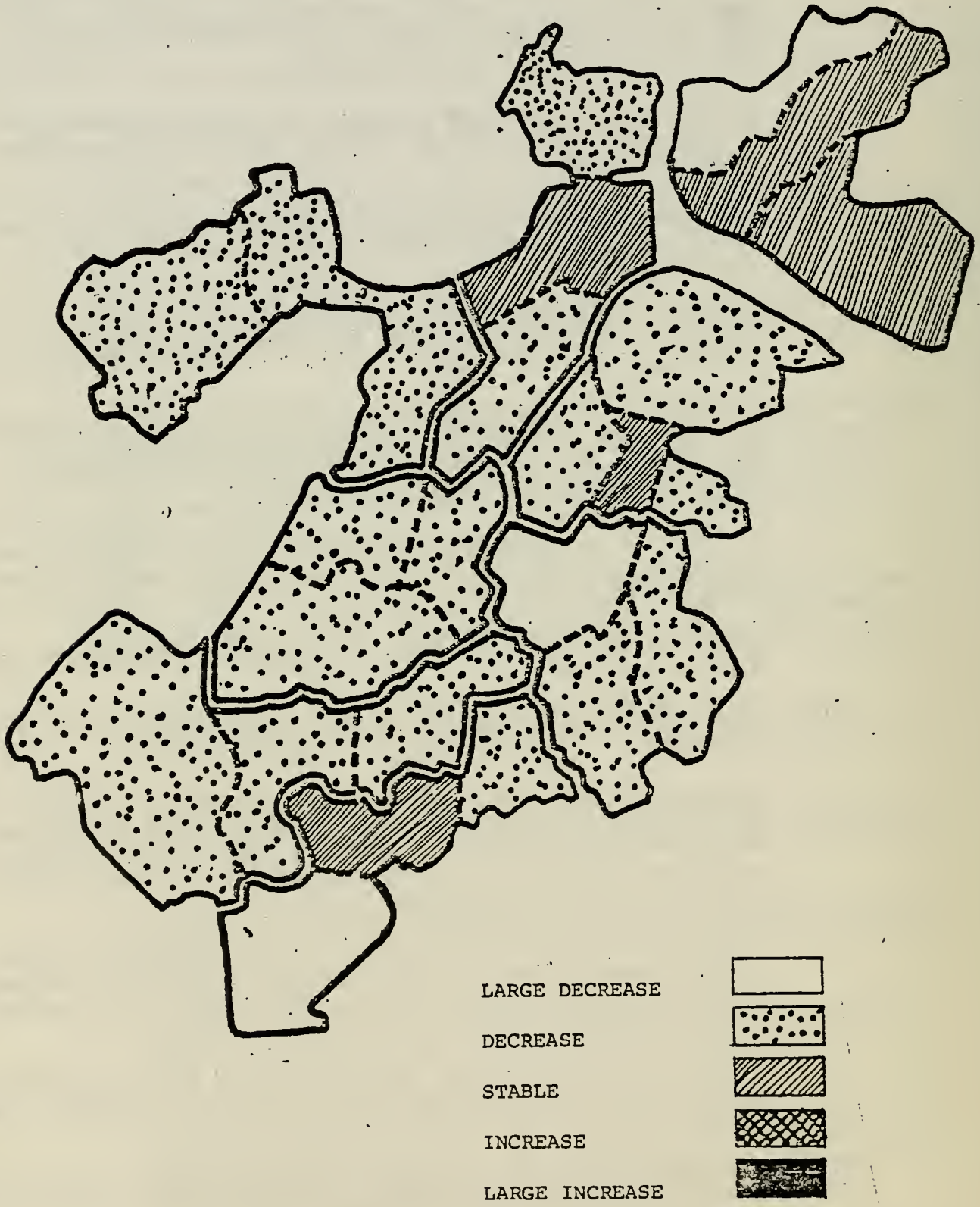


Figure 3 KINDERGARTEN ENROLLMENT - RESIDENTIAL TRENDS

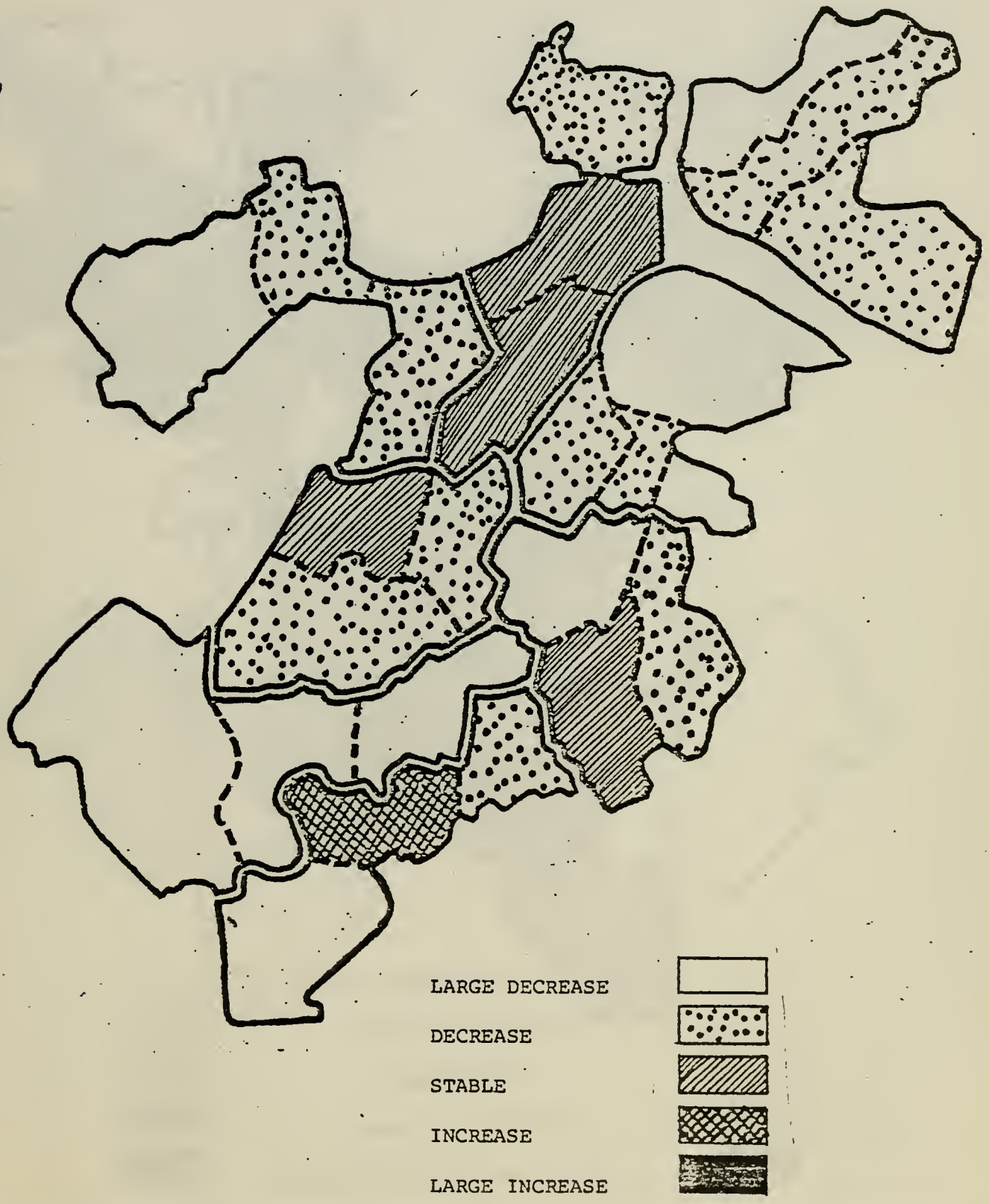


Figure 4 ELEMENTARY ENROLLMENT - RESIDENTIAL TRENDS

Figure 5 MIDDLE ENROLLMENT - RESIDENTIAL TRENDS

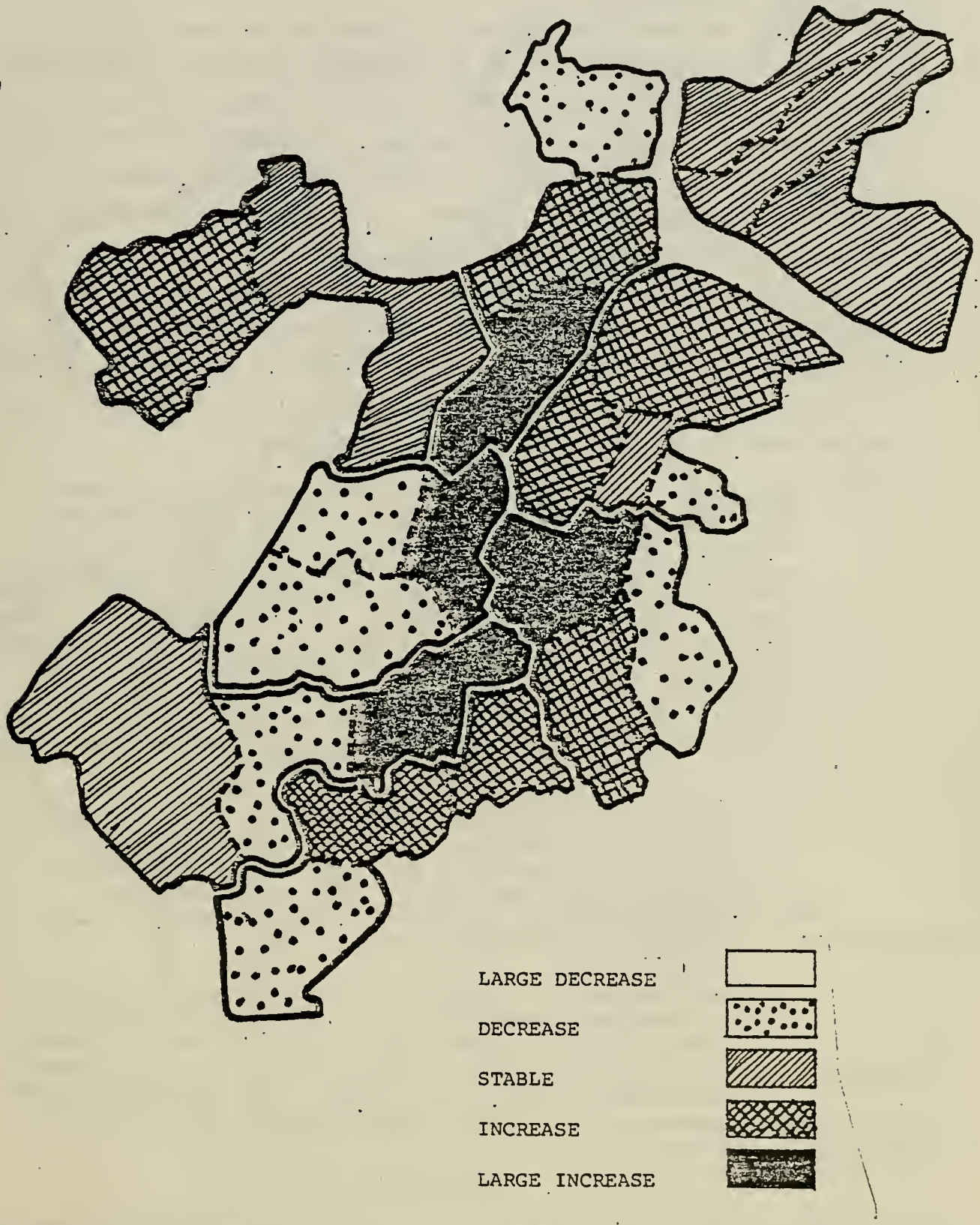


Figure 6 HIGH ENROLLMENT - RESIDENTIAL TRENDS

Other Trends

In order to simplify use of existing data and to have a consistent set of names for neighborhoods, we have adopted the Boston Redevelopment Authority's planning districts (Figure 7) and sub-areas. There are 18 planning districts and about 100 sub-areas. The naming and delineation of sub-areas is difficult, especially where there are not commonly accepted boundaries and names. However, we have adopted the B.R.A.'s designations for the sake of consistency.

The B.R.A. has published studies of each planning district and has compiled population and housing data (mostly from the 1970 census) by sub-area. The Hart Survey of 1977 has also compiled information by planning district. The written descriptions and statistics have been incorporated into the data packages for each school District.

A. Children. The 1977 Hart Survey asked questions on children in households. They found that only 28% of Boston's households had children from 6-17 years and only 16% had children under 6 years. These findings support the forecasts for continuing overall decline of school-age population. The findings have also been compiled from B.R.A. Planning Districts. Figures 7 and 8 show the results in map form. It should be noted that because the Planning Districts are large, they do not reveal differences within districts (e.g., Hyde Park). Also, districts with complex and widely different housing patterns (e.g., Brighton) will show averages that are not meaningful.

1. Children 6-17 (Figure 8). Hyde Park, Fields Corner, Dorchester, and Mattapan-Franklin Field show the highest concentration; Back Bay and Fenway show the lowest. Brighton is distorted by the multi-family areas along Commonwealth Avenue. Taking into account parochial school enrollment, the Hart findings are generally consistent with enrollment trends.

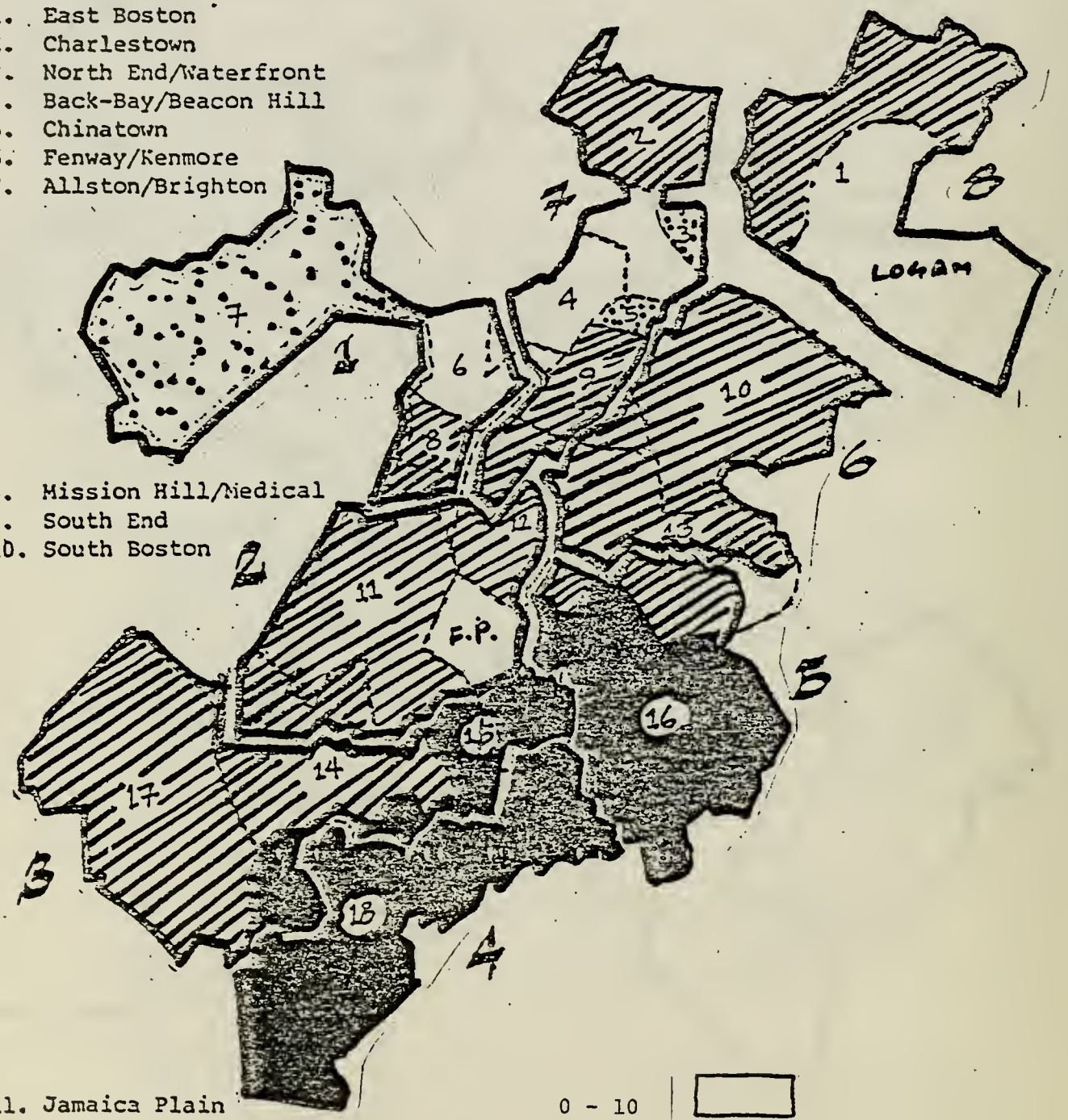
2. Children under 6 (Figure 9). The heaviest concentration is in Mattapan-Franklin Field and South Boston with above-average numbers in Hyde Park, Dorchester, Roxbury, Jamaica Plain and Mission Hill. These findings are again generally consistent with enrollment trends. The large South Boston percentage of children under 6 is worth further investigation.

1. East Boston
2. Charlestown
3. North End/Waterfront
4. Back-Bay/Beacon Hill
5. Chinatown
6. Fenway/Kenmore
7. Allston/Brighton
8. Mission Hill/Medical Area
9. South End
10. South Boston
11. Jamaica Plain
12. Roxbury
13. Uphams Corner-Dorchester
14. Roslindale
15. Mattapan/Franklin Field
16. Fields Corner-Dorchester
17. West Roxbury
18. Hyde Park

Figure 7 BOSTON REDEVELOPMENT AUTHORITY PLANNING DISTRICTS

Boston Redevelopment Authority
Planning Districts

1. East Boston
2. Charlestown
3. North End/Waterfront
4. Back-Bay/Beacon Hill
5. Chinatown
6. Fenway/Kenmore
7. Allston/Brighton



8. Mission Hill/Medical
9. South End
10. South Boston

11. Jamaica Plain
12. Roxbury
13. Uphams Corner-Dorchester
14. Roslindale
15. Mattapan/Franklin Field
16. Fields Corner-Dorchester
17. West Roxbury
18. Hyde Park

0 - 10	
10 - 29	
30 - 39	
40 +	

Figure 8

% OF FAMILIES WITH CHILDREN 6 - 17
Source: Hart Survey

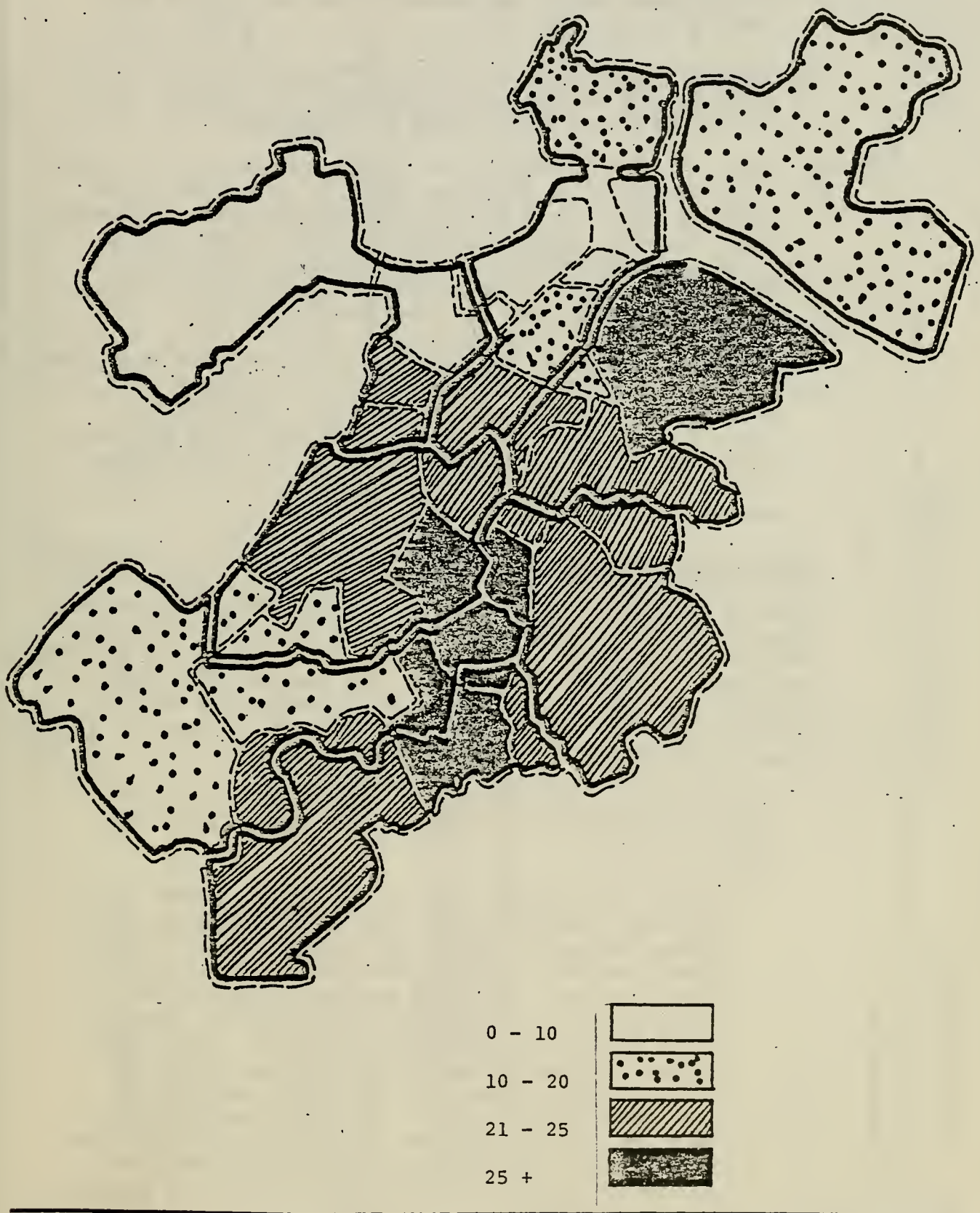


Figure 9

% OF FAMILIES WITH CHILDREN UNDER 6 YEARS OLD
SOURCE: HART SURVEY

B. Housing trends as they might affect enrollment.

1. On a citywide basis, the amount of new development for families is insignificant.

2. Condominium conversion will have the greatest effect on the South End and perhaps in Brighton/Allston. The net effect will be to reduce family units and enrollment.

3. Public housing modernization. With about 20% of its 10,000 units vacant in its family projects, a turnaround of BHA projects could impact future school enrollments. Important are: District VI and D Street, Whittier Street, and Columbia Point; District I with Mission Hill, Bromley/Heath and Faneuil; District VII with Charlestown and projects in the South End and Lower Roxbury.

4. Housing abandonment. Abandonment has abated from high points in the 1960's and early 1970's. But spots, especially in North Dorchester, northwest corner of District V, Franklin Field (District IV), and North Mattapan (District III) are continuing problems. Any rebuilding is not likely in the near future. When it occurs it will possibly increase public school enrollment.

C. Major demographic groups. The following classification has been devised only to isolate the impact of different groups on public school enrollment. The accompanying table (Table 15) shows the groups and their relative rankings along important dimensions including: households with school-age children, public/parochial enrollment, birthrate, immigration, and guesses as to their future in the city. These are based on fragmentary existing data and could be improved with more research. Figure 10 shows the geographic location of each group.

1. High public school enrollment. Groups that have high number of school-age children and are committed to the public schools:

a. Black. The largest group in the school system (45%) although comprising only about 20% of the population. There are major economic divisions within this group that have and will have differential effects on the school system. The Black population has had the largest numerical and geographic expansion; Figure 11 shows the Black expansion from 1960-70. The latest school enrollment figures show continued expansion into most of Mattapan and the eastern portion of Hyde Park in District IV. National trends indicate that the in-migration from the South that contributed to the 1960's and 1970's expansion has slowed, and possibly reversed. Boston's Black population growth

Table 15

PUBLIC SCHOOL ENROLLMENT	DEMOGRAPHIC GROUP	Households with school-age children	Parochial / Private Enrollment	Income Group	Birthrate ( ) 1976 * actual/1000	Immigration	~~Neighborhood~~ & Planning District	Future in City
HIGH	Black	M-H	V.L.	L-M	M-H (19.5)	L	Roxbury, Dor. Mattapan, Hyde Park	Slow increase - natl growth and increased income
	Hispanic	H	V.L.	L.	H (22.8)	H	Mission Hill, J.P., Dor., Roxbury, So. Bos.	Increase
	Chinese	H	V.L.	L-M	M (15.3)	H	Chinatown, S. End Brighton-Allston	Increase
	Other (Cape Verdean, Haitian, Vietnamese)	H	V.L.	L-M	H (?)	H	All of Above	Increase
LOW - MEDIUM	Long-term ethnics - Irish/Italian	M	H	L-M	M	H	E. Bos, S. Bos, Chastown, Dor, Rosl.	Slow decrease
	Suburban	L	M	M	L	L	W. Roxbury, Hyde Park	Slow decrease
	Upper-Income	V-L	H (private)	H	VL	VL	J.P., Beacon Hl., Back Bay	Decrease
	Young Professionals	L	M (private)	M-H	L	VL	S. End, J.P. Dor.	Slow increase
NONE	Elderly	—	—	L-M	—	VL	All parts	Increase
	Students	—	—	L-M	—		Back Bay, Allston-Brighton, Fenway	Stable
	Empty-nesters	—	—	M-H	—		All parts - concentrated in Beacon Hl Waterfront	Slow increase ~~Slow increase~~

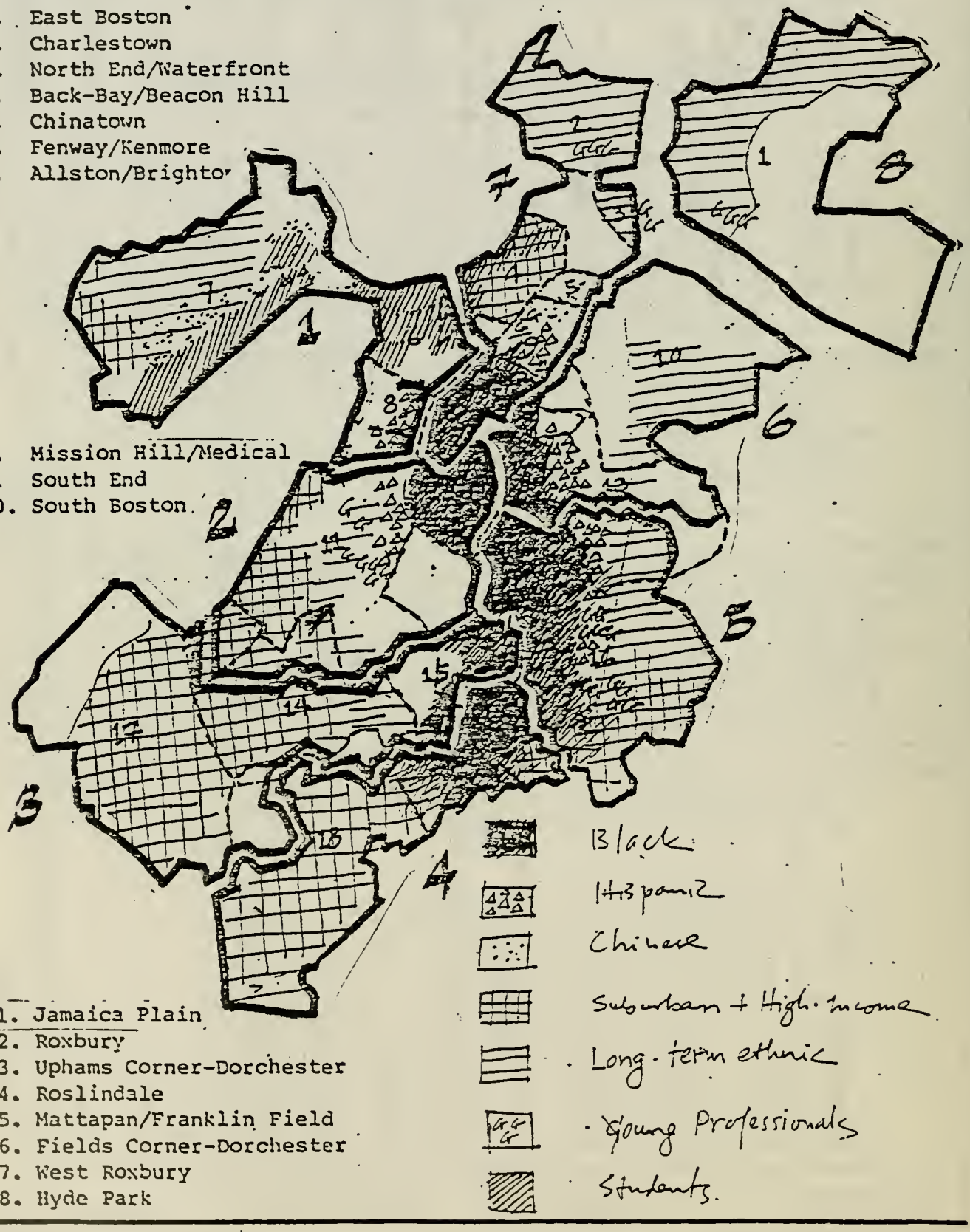
Legend: L - Low, M-Middle, H High, V.H. — Very High

* Harbridge House 1977 Report

DEMOGRAPHIC AND ENROLLMENT SUMMARY TABLE

Boston Redevelopment Authority
Planning Districts

1. East Boston
2. Charlestown
3. North End/Waterfront
4. Back-Bay/Beacon Hill
5. Chinatown
6. Fenway/Kenmore
7. Allston/Brighton



8. Mission Hill/Medical
9. South End
10. South Boston

11. Jamaica Plain
12. Roxbury
13. Uphams Corner-Dorchester
14. Roslindale
15. Mattapan/Franklin Field
16. Fields Corner-Dorchester
17. West Roxbury
18. Hyde Park

Figure 10

DEMOGRAPHIC GROUPS

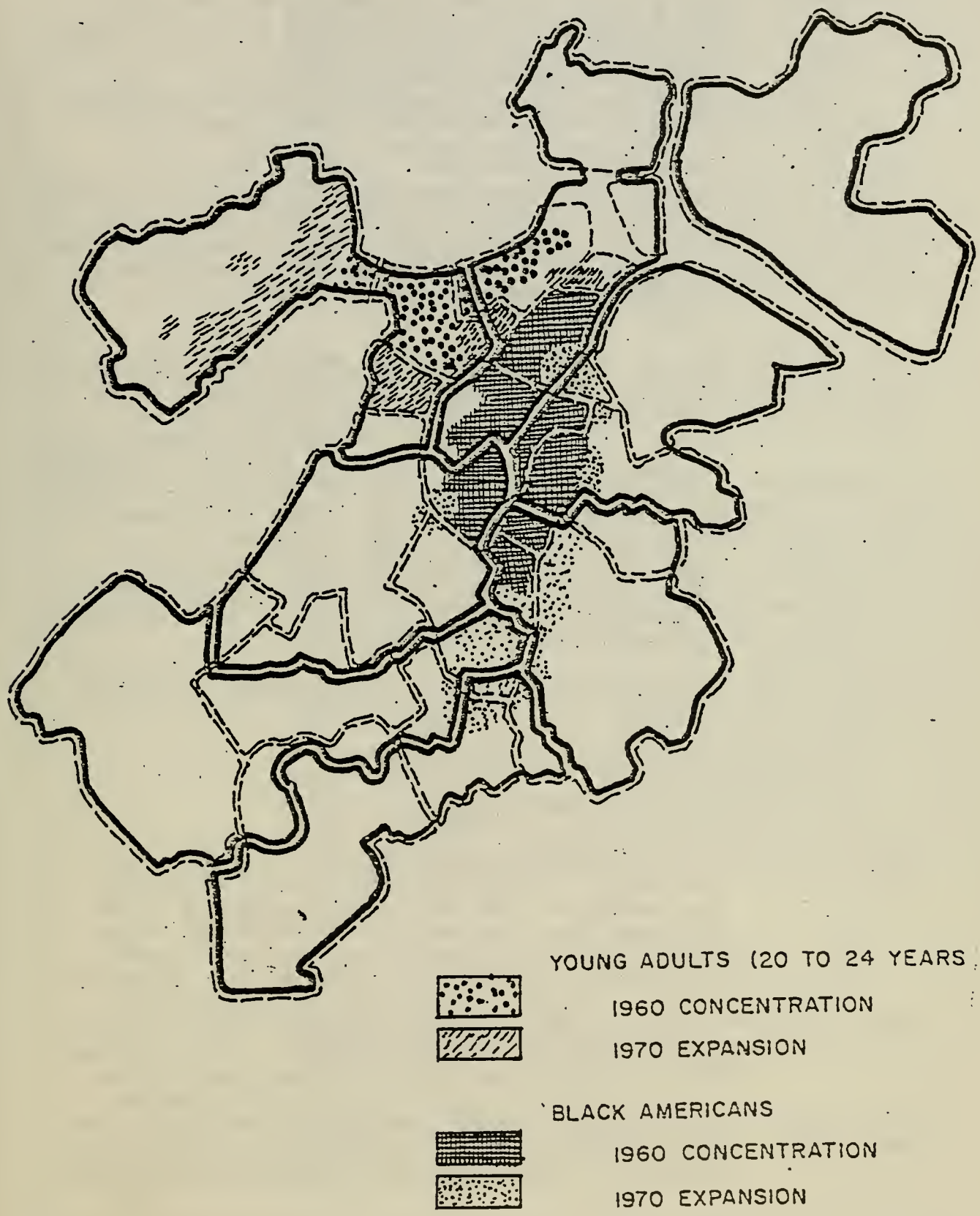


Figure 11

NEW HOUSING MARKET FORCES
Source: Boston Redevelopment Authority 1974

will probably slow from in-migration but continue to grow by natural increase. There may also be increases in Black residential areas in Hyde Park (District IV), Lower Mills area of Dorchester (District V). The entire central area of Dorchester, between Dorchester Avenue and roughly Washington Street, (District IV) may experience continued racial change.

b. Hispanic. The fastest growing group with 4% of Boston's population but 12% of the public school enrollment. A very young population with a large proportion of families with school-age children. There are migration differences between Puerto Rican, Cuban and other Hispanic groups.

c. Chinese. A very small group in the city. Estimated at 1% of the city population but constituting 3% of the school enrollments. Accelerated in-migration will probably occur as a result of normalized relations with the People's Republic of China and the large percentage (80%) of ethnic Chinese among the Vietnamese boat people, many with school-age children. Areas of increase will be the present concentrations--Chinatown, South End (District VII) and Brighton/Allston (District I). There are limitations, however--space in Chinatown, competition from gentrification in the South End and increased prices in Brighton/Allston.

d. Others - The individual groups have been too small to research.

2. Low-Medium public school enrollment.

a. Long-term ethnic groups.

Irish and Italian together about % of the city's population. There is no separate count of school-age population. The population is generally aging with many young families forming households moving out of the city. Historically, the Catholic population has evidenced a high preference for parochial schools. The Hart survey found that one-third of Catholic households with school-age children have at least one child in parochial schools. There will probably be a continued decline of these groups in the city, although it is difficult to predict whether young Italian or Irish families will once again find Boston neighborhoods attractive because of price and location. However, they will probably prefer parochial

schools (if available), even if they settle in the city. Another offsetting factor would be their tendency to have smaller families than previous generations. The neighborhoods of this group are parts of Brighton/Allston, Charlestown, North End, East Boston, South Boston, parts of Dorchester. These areas are unlikely to change substantially.

b. Suburban. Replacement of the aging population in suburban areas by child-rearing families is likely but slow, given the dominant single-family housing stock in good condition. This group will have smaller families and tend towards parochial schools. There will likely be a modest long-term increase or stabilization of public school enrollment.

c. Upper-income groups. Mostly located in Beacon Hill, Back Bay and Jamaica Plain. They have, on the average, a small number of children and often enroll them in private schools.

d. Young professionals. A group that is prominently mentioned in the media but small in numbers. Moreover, there are few households with children, and those that do have small families. One Hart survey found that young professionals state a preference for public schools and would be influenced by the quality of schools. However, this group has high mobility--both in the ability to move out of the city or to afford private schools. Perhaps their most important function is to make city living fashionable and respectable again for all income groups. They are unlikely to be a significant factor in public school enrollment, although the group will grow in the city. They are now located in District VII (North End/Waterfront, South End) and Charlestown (District VIII), East Boston (District II), Jamaica Plain (District V), Melville Park, and Ashmont Hill.

3. No children.

a. Elderly - continued growth in parts of the city.

b. College students - seems to have reached its largest extent of area in the early 1970's (see Figure 11). This group does not appear to be growing.

c. Child-free. (Couples whose children no longer live at home, generally over 50 years old.) Modest growth in Back Bay, Beacon Hill, Waterfront.

Community District 1

I. Introduction & Summary of Recommendations

A. Major Problems and Issues

District One is seriously affected by declining enrollments at the elementary level. Substantial reductions, approximately 25%, are required to meet targets. This reduction has been designed to address the district's second issue - unbalanced location of school capacity in relation to school age population, density, and racial distribution.

The concentration of existing schools in Brighton makes it possible to ameliorate, but not fully balance, capacity and residential concentrations.

Summary of Recommendations

Required Reductions: The following numbers of rooms must be eliminated from middle and elementary school inventories.

	MIDDLE	ELEMENTARY
1980	0	14
1982	0	22
1984	0	30
1986	29	

Amounts are cumulative.

1. High School -- remain as at present until 1986-87 and begin renovation as necessary for safe operation to 1986-87. The future of this high school is to be determined by a city-wide approach to the high school issue.

2. Middle Schools

a. Edison to remain a base middle school with renovations as necessary.

b. Hennigan to be transferred to District 1 and renovated as a base middle school serving the remaining population.

c. Mead to close 1980-81; students reassigned to Edison and Taft while Hennigan is prepared.

d. Taft (support-close) to remain as a middle school until Hennigan is opened; close the Taft as a district middle and release to Public Facilities Department.

3. Elementary Schools

Base	Support	Close 80-81
Baldwin	Barrett (1984)	Oak Square
Farragut	Winship (1982)	Milmore
Gardner		
Garfield		
Hamilton		
Tobin		

4. District offices and artworks program to stay in the Lyon school building.

II. Existing Conditions

Neighborhoods

District One includes all of Allston-Brighton, Mission Hill-Medical Center neighborhoods, most of the Fenway and small parts of Jamaica Plain (see Map 1). The district includes the following public housing projects: Bromley-Heath in Jamaica Plain, Mission Hill in Roxbury, Fidelis Way in the Commonwealth Avenue sub-neighborhood, and Charlesview in the Allston section. Brighton, Jamaica Plain Pond, Allston and parts of Mission Hill are predominantly owner occupied housing, most of the Fenway and Mission Hill are rented housing.

While distribution of racial groups across the district is considerably more even than in most districts, a major imbalance remains, given that more of the minority population is located in the Mission Hill, Fenway and Jamaica Plain areas (see Map 2).

CURRENT ENROLLMENT PATTERNS

Distribution of Capacity

One of the basic principles behind this plan is that the amount of school capacity in a neighborhood should be proportional to that area's contribution to the district public schools.

In District One, sub-neighborhoods vary considerably in the size of their contribution to the school system (see Map 1 & Table 2). This density argues for concentration of schools in Brighton, Mission Hill, and Jamaica Plain.

DISTRICT 1 BRA Planning Areas

MAPI

UFP 1979

Planning District Boundaries

Planning Sub-areas

In contrast, existing schools are concentrated in Brighton with only three schools serving the eastern half of the district. This has led to an uneven transportation pattern causing many elementary and all secondary students from the eastern half of the district to attend schools in the western portion of the district.

Distribution of Surplus

In 1978-79 there was a 25% vacancy rate in District One elementary schools. This vacancy is not evenly distributed but is reflective of sub-neighborhood conditions and school enrollment patterns (see Table 1 for individual school vacancy figures). Those schools with more than 30% vacant seats in 10/78 are mapped with their attendance areas (see Map 2.1). With the exception of some Hamilton geocodes and those in Mission Hill, it is likely that these areas will continue to send fewer and fewer students to public elementary schools. The population in these areas is white, home-owning and aging. It is unlikely that young families will enter the areas in large enough numbers to change the enrollment picture. The number of Chinese families is increasing rapidly in some Hamilton School geocodes. This trend, together with the increasing numbers of Hispanics in the district, may serve to stabilize highly local Brighton enrollments. No such trends appear to be developing in the Winship, Barrett, or Oak Square attendance areas. The Winship, which is an adequate building, had an October vacancy rate of 49%, and a June vacancy of 53%. Maintaining facilities in areas of rapid and long term enrollment decline raises the problem of neighborhood schools in predominantly childless neighborhoods and commits the school system to an escalating transportation demand.

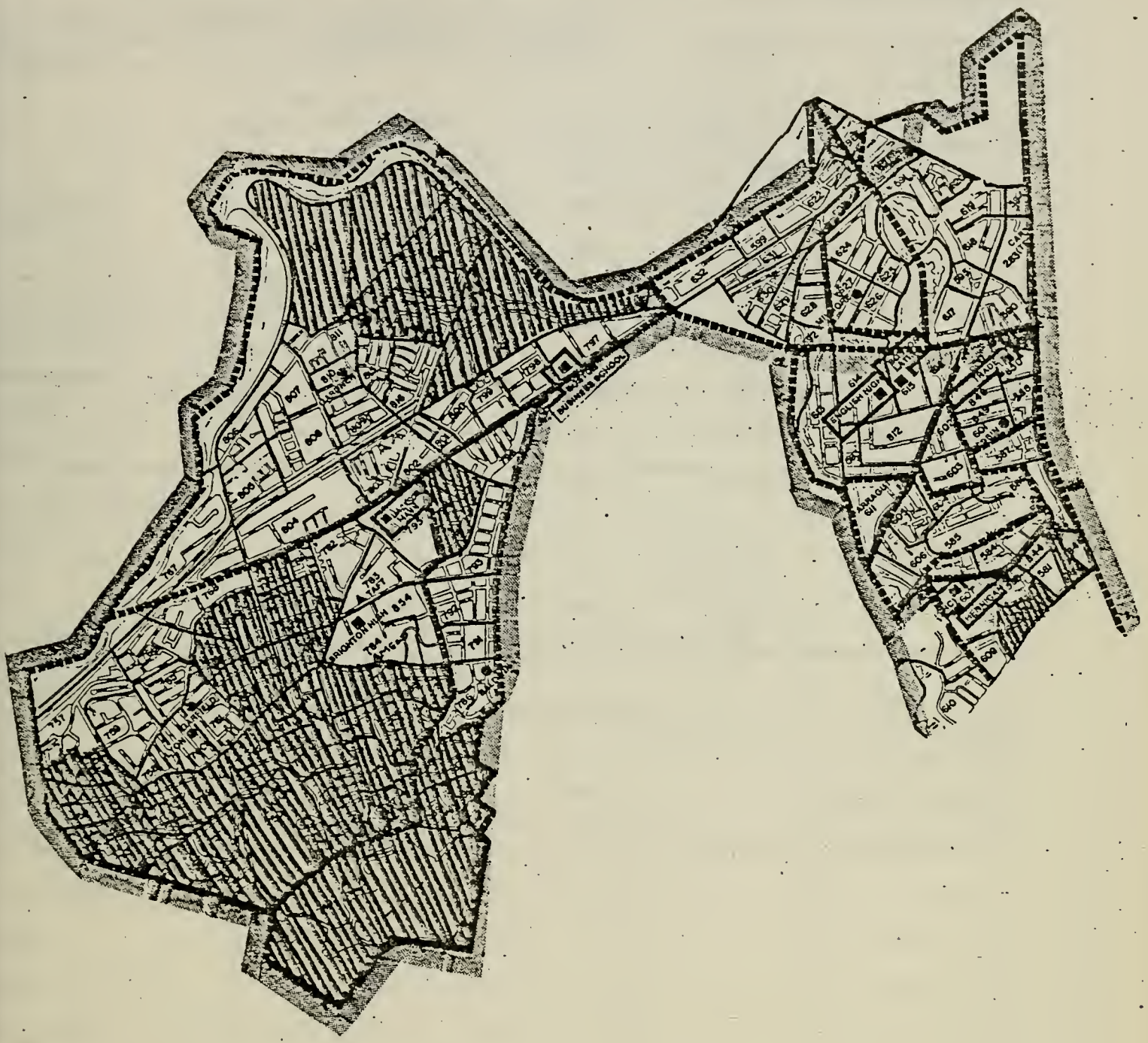
Enrollment Uncertainty Factors

There is a growing immigrant and "other minority" population in the District. This is likely to lead to increased demand for a variety of bilingual programs, particularly Chinese and Spanish. Because these groups are consistent users of the public schools, this district may experience less decline than projected.

Special Programs and Administration

1. Previous Closings

Both sides of the district have had schools closed in the recent past. The Storrow, Washington-Allston and Lyon Schools in Allston-Brighton;



DISTRICT I
UFP 1979

GEOCODES OF SCHOOLS WITH MORE THAN 30% VACANT SEATS (10/78)

Enrollment Patterns 1978·79

Neighborhood	School	Assignment Capacity	Assigned Enrollment	Surplus	% Surplus
Brighton/ Allston	Baldwin	332	286	46	14 %
	Barrett	180	124	56	31
	Gardner	450	369	81	18
	Garfield	388	337	51	13
	Hamilton	346	213	133	38
	Oak Square	130	100	30	23
	Winship	484	247	237	49
	Total	2310	1676	634	
Fenway/Kenmore	Milmore	188	144	44	23
	Total	188	144	44	
Mission Hill/ Medical Center	Farragut	290	275	15	5
	Tobin	626	512	114	18
	Total	916	787	129	
Jamaica Plain	No elementary schools				
District Totals		3414	2607	807	

Table 1

rollment and Capacity
Planning Neighborhoods
strict

78-79	Neighborhood: Brighton/ Allston	Fenway/ Kenmore	Mission Hill/ Medical Ctr.	Jamaica Plain
lic Enrollment	3518 (48%)	348 (5%)	2004 (27%)	1536 (21%)
trict Enr. (est.)	2302	239	1405	1083
Elementary				
Middle				
High				
ementary Schools	7	1	2	0
Rooms	107 (67%)	8 (5%)	44 (28%)	0
Seats	2310 (68%)	188 (6%)	916 (27%)	0
Enrollment	1676 (64%)	144 (6%)	787 (30%)	0
dle Schools	3	0	0	0
Rooms	72 (100%)	0	0	0
Seats	1446 (100%)	0	0	0
Enrollment	1381 (100%)	0	0	0
gh Schools	1	0	0	0
Rooms	51 (100%)	0	0	0
Seats	1171 (100%)	0	0	0
Enrollment	1276 (100%)	0	0	0
tal Schools	11	1	2	0
Rooms	230 (82%)	8 (3%)	44 (16%)	0
Seats	4927 (82%)	188 (3%)	916 (15%)	0
Enrollment	4333 (82%)	144 (3%)	787 (15%)	0

able 2

and the Allen and Baldwin schools in Mission Hill are among these closings. In the next year the Jefferson-Occupational Resource Center and Boston Trade will also close.

2. Barrier-Free 504 Compliance

Each district must, by 1980, provide barrier-free access to schools at each level. At present neither Brighton High nor either middle school provides such access.

3. Other Educational Facilities

Public district offices and the district's artworks program are at the Lyon building. Bilingual programs are offered at the Tobin, Garfield, Gardner, Taft, Edison and Brighton High. Farragut and Hamilton will also run bilingual classes. Substantially Separate programs are offered at Winship, Tobin, Milmore, Hamilton, Gardner, Baldwin, Taft, Edison and Brighton High. There are six magnet schools in the district: English, Latin, Trade, Jefferson-Occupational Resource Center, Hennigan and Jackson-Mann. The McKinley Special School and Boston Business Center are also in the district.

III. Planning Targets: Enrollment Projections

1. District 1 faces a 25% drop in public school population over the next four years. As is clear from Table 4, the decline is quickest and most severe at the elementary level, with less decline at middle and high school levels until after 1984.

2. These enrollments require spaces as indicated in Table 4 for 1983-84. One hundred six (106) rooms are required at the elementary level for instruction, the allowable surplus is 11 rooms; thus the 83-84 elementary demand is 117 rooms.

3. The present supply of elementary spaces is almost exclusively full-sized classrooms. As is evident from programmatic projections, there is a substantial need for small and medium sized classrooms. This can be remedied to some extent by physical changes in the schools.

Planning Targets: Enrollment Projections

Enrollment Projections

October Assigned Enrollment

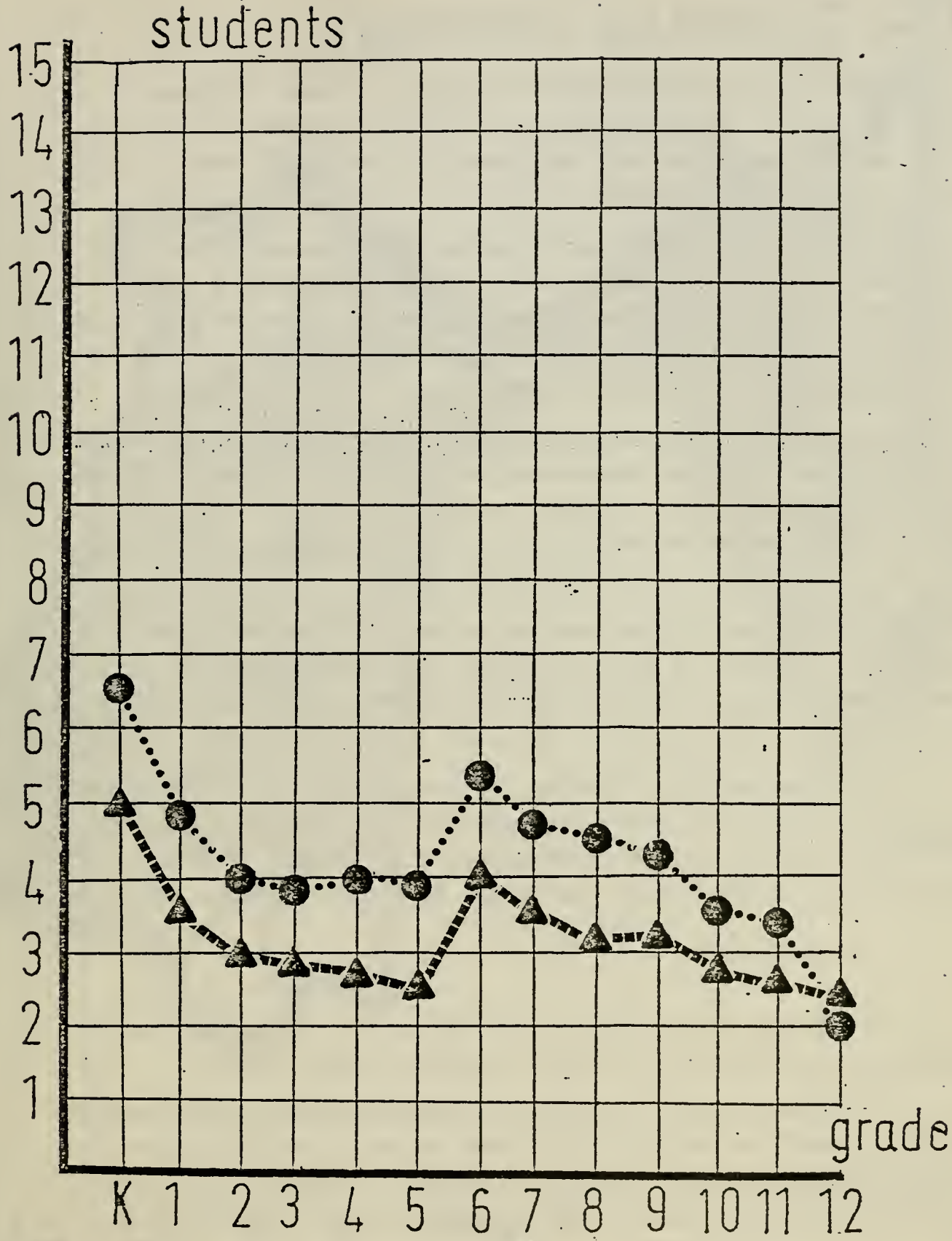
Level	1978-79 *	1981-82	1983-84	1988-89
Elementary	2580	2131	1936	-----
Middle	1391	1224	1063	774
High	1271	1212	1089	760
Totals	5242	4568	4088	----

* Actual Assigned Enrollment, October 1978

Room Demands

Rooms required, at each level, to accomodate projected assigned enrollment, including assignments to all special programs.

Level	Rooms Available 3/1979	1983-84	1988-89
Elementary	159	117	---
Middle	72	59	43
High	51	50	35
Totals	282	226	--



Comparative Enrollment by Grade
District One
Numbers in hundreds of students
*Based on October 1978 Dept. of Implementation figures.
**Based on Harbridge House projections of July 1979.

1978 Enrollment by Grade*
1983 Enrollment by Grade**

IV. Planning Strategy

This plan has been developed in response to these conditions: enrollment decline, unmatched location of schools and students, increasing racial mix with decreasing white enrollment, and the Court's order to reduce excess capacity at the elementary level.

It has also been prepared in the belief that determination of a stable and reasonable pattern for school capacity reduction will allow all concerned with the schools to act with some certainty. Disruption of education can be minimized by gradual re-assignments and resources can be fully utilized rather than spent on facilities that will later be released.

Formulated on the basis of various indices discussed in the general introduction and the unique characteristics of District I, the plan provides a set of choices which will both meet the capacity reduction targets and improve the physical characteristics of those schools which are to remain.

The objectives of this plan are to provide a balanced arrangement of school facilities which are consistent with the residential location of students and to remedy, as much as possible, the present transportation inequity between the two halves of the district. The recommended base, support and close designations are summarized on Table 5 and Map 3.

At the elementary level, closings and support designations are concentrated in Allston and Brighton where declining local enrollments and a minimum of past closings have left considerable surplus space. As recommended by the district, the Oak Square and Milmore schools are suggested for closing.

The Barrett, which requires very high capital improvements and is adjacent to the under-enrolled Gardner, should be closed in 83-84.

The Winship, which is substantially underenrolled and which provides unnecessary additional space in the Brighton sub-area, should be closed in 81-82, thus meeting elementary reduction targets. The school requires little capital improvement to keep it safe and operable during this period.

The resulting pattern leaves two elementary schools in Brighton,

DISTRICT I
UFP 1979

Map 3: Recommendations

Base

S Support

C 1980 Closing

Enrollment and Capacity in Planning Neighborhoods

District 1

1983-84

	Neighborhood			
	Brighton/ Allston	Fenway, Kenmore	Mission Hill, Medical Cr.	Jamaica Plain
Public Enrollment	3518 (48%)	348 (5%)	2004 (27%)	1536 (21%)
District Enr. (est.)	2302	239	1405	1083
Elementary				
Middle				
High				
Elementary Schools	4	0	2	0
Rooms 114	70 (61%)	0	44 (39%)	0
Seats 3432	2516 (73%)	0	916 (27%)	0
Enrollment				
Middle Schools	1	0	0	1
Rooms 65	31 (48%)	0	0	34 (52%)
Seats 1376	642 (47%)	0	0	734 (53%)
Enrollment				
High Schools	1	0	0	0
Rooms	51 (100%)	0	0	0
Seats	1171 (100%)	0	0	0
Enrollment				
Total Schools	6	0	2	1
Rooms 230	152 (66%)	0	44 (19%)	34
Seats 5979	4329 (72%)	0	916 (15%)	734 (13%)
Enrollment				

Table 5

two in Mission Hill, one each in Allston and Commonwealth. While it would be desirable to have one more elementary in the eastern half of the district, there are no other facilities suitable for long-term use as elementary schools.

At the secondary level, the inequities of location are more severe. To redress the situation, it is recommended that one of the middle schools be moved to the Mission Hill side of the district. The Hennigan facility can be modified for this purpose with Taft being phased out by 1981-82 and Edison remaining a base middle in Brighton. The Mead School, a leased facility, should be terminated for school use in 1980-81.

Brighton High School should receive sufficient improvements to allow it to operate safely until 1986-87, when the results of a citywide reevaluation of high schools can take effect.

V. School by School Analysis

A. Physical Characteristics

Most District I schools were built during the 1920's. In many ways they do not fit modern educational demands, particularly in provision of small instructional spaces for special programs. This deficiency can be partially remedied by a renovation program to provide a variety of room sizes in each school. However, bringing all the schools fully up to standard is probably not feasible without massive investments.

1. BRIGHTON HIGH

Neighborhood and Enrollment: Brighton High is located in the Brighton subarea. With the adjacent land currently under study for redevelopment, the future of the surrounding area is uncertain.

With an assignment capacity of 1,171, the school was overenrolled in 1978-79. It is not in compliance with desegregation requirements due to the insufficient number of Other Minority students. 55% of the students receive transportation to school.

Condition and Space Changes: Brighton High is in poor condition, requiring major modernization and improvement of basic systems such as roof, floors, windows and grounds. Capital improvement priorities and space changes are under review.

2. MIDDLE SCHOOLS:

Edison: base

Neighborhood and Enrollment: Edison is located in the Brighton sub area. Since Taft is also in this area, the present middle school capacity is concentrated here, although substantial enrollment demand comes from both sides of the district.

Edison's assignment capacity is 642, and it was 12% vacant in 1978-79. The school does not have enough Other Minority students to meet desegregation ratios. 61% of Edison students are provided with Boston School Department transportation.

Condition: The Edison School needs substantial renovation, requiring mechanical systems modernization, roofing and other upgrading.

Space Changes and Revised Capacity: None

Taft: Support

Neighborhood and Enrollment: Taft is located in Brighton adjacent to Brighton High School. Assignment capacity at the Taft is 654. In 1978-79 the school was slightly over-enrolled. 73% of Taft students use school department transportation. There are, however, too few Other Minority students to meet district desegregation ratios.

Condition: The Taft needs substantial renovation, however in light of its replacement by the Hennigan the Taft should be examined for re-use potential or released to Public Facilities Department.

3. ELEMENTARY: BASE

Farragut

Neighborhood and Enrollment: The Farragut is located in the section of Mission Hill known as the Roxbury Tenants of Harvard section. It is one of two elementary schools in the eastern half of the district. With an assignment capacity of 290, the school is only 5% vacant. It is not in compliance with desegregation ratios, having too many Other Minority students and too few White students. 64% of its students use school department transportation-only slightly more than the district average.

Condition: Built in 1904, the school is in relatively poor condition. Required capital improvements include modernization of plumbing and electrical systems. The school has sufficient area for its students but there is insufficient site area open space. In addition to the capital improvements, one classroom should be divided to provide one small instructional space and one teacher preparatory space.

Gardner

Neighborhood and Enrollment: The Gardner is in the Allston section of the Allston/Brighton community. The area has a substantial public school population (931), but is undergoing a slow demographic change as both student and minority populations appear to be increasing. Although presently 18% vacant, the school is in compliance with district desegregation goals. 74% of its students use school department transportation.

Condition: Built in 1906, with a 1924 addition, the school is in relatively good condition requiring modernization of heating and electrical systems and finish renewal. With adequate overall space and adequately sized classrooms, the Gardner needs to have two classrooms converted to four small instructional spaces and one classroom converted to a teacher preparatory space.

Garfield

Neighborhood and Enrollment: Located in Brighton, the Garfield School is in a predominantly White area that provides substantial but thinly scattered enrollment to the public schools. The Garfield is 13% vacant and provides transportation for 69% of its students. It is in compliance with district ratios.

Condition: Built in 1924, with a 1964 addition, the school is in moderate good condition. Improvement funds are needed for modernization of heating, plumbing, electrical systems and for roofing. Although low on outdoor space and high on operating costs, the facility is basically adequate. It needs one classroom converted to small rooms and a teacher preparatory space, and one classroom converted to a library.

Tobin

Neighborhood and Enrollment: The Tobin is located in the Mission Hill sub-area which is predominantly minority, includes a major housing project and

contributes large numbers of students to the public schools. The Tobin was 18% vacant in 1978-79. It has had too few White and too many Other Minority students to meet district ratios. 37% of its students use school department transportation.

Condition: Built in 1959, the school is in quite good condition. It needs repair to heating and electrical systems and roofing. Two classrooms should be converted to four small instructional spaces, and four classrooms are required for the district's artworks program.

Baldwin

Neighborhood and Enrollment: The Baldwin is the elementary school in the Commonwealth sub-area of Allston-Brighton. While the area's population is predominantly students and elderly, the Fidelis Way Housing Project and a growing minority community provide a stable demand for an elementary school. The Baldwin was 14% vacant in 1978-79. 22% of its students are transported but it is not in compliance with district ratios as it has too few White students.

Condition: Built in 1926, with a 1930 addition, the school is in moderately good condition. It requires improvement to plumbing and electrical systems, plus finish renovations. Its gross area per student is low and, like most District One schools, classrooms are crowded and the site is small. It is recommended that one classroom be converted to teacher planning space.

Hamilton

Neighborhood and Enrollment: The Hamilton is located on the border of the Brighton and Commonwealth areas. Last year the school was 40% vacant but in compliance with district ratios. 40% of its students are transported.

Condition: Built in 1924, with 1936 and 1930 additions, the Hamilton is in good condition but requires some capital improvements. It is recommended that one classroom be converted to a library and two classrooms be divided into four small classrooms.

SUPPORT

Winship

Neighborhood and Enrollment: The Winship is located in the Brighton area. The school was 49% vacant last year and is not in compliance with district ratios as it has too many White students and not enough Other Minority students. 57% of Winship students used school department transportation.

Condition: Built in 1901 with a 1924 addition, the school is in fairly good condition, requiring improvement funds for plumbing and electrical systems and for roofing. One classroom should be converted into smaller classrooms. The school should be closed in 1984 if enrollments do not exceed projections.

Barrett

Neighborhood and Enrollment: The school was 31% vacant last year. 26% of its students were transported. It is not in compliance with district ratios because too few Black students and too many White students are enrolled.

Condition: The upper floor of the Barrett was never completed. The school could be expanded by an additional seven rooms. Both enrollment declines and the closeness of the Gardner make these additional rooms unnecessary. In addition, the school as it is currently structured, needs capital improvements to basic systems. It is recommended that one room be allocated for use as a library and that one be partitioned into two smaller instructional spaces.

Future: The Barrett should be closed in 1982 if district enrollments are not above projected levels.

CLOSE: 1980-81

Milmore

Neighborhood and Enrollment: The Milmore is in the West Fenway section of the District. The Fenway as a whole sends very few students to the public schools. The area is predominantly college students, the housing stock primarily multi-family, and there are no indications that more families will come into the area. The school was 14% vacant in 1978-79 and 78% of its students were transported. It is not in compliance with district ratios as too few Whites and too many Other Minority students are enrolled. Of geocodes assigned to the Milmore, all are in the eastern half of the district. Nos. 617-620, 624-627, 595 and 591 could be considered walk-in geocodes. Of the 130 Kindergarten to grade 5 students in these geocodes, only 32 went to the Milmore.

Condition: Built in 1929, the school needs improvements to the electrical system and to flooring. The building has only nine classrooms. Small instructional auxiliary spaces are inadequate. Bringing the facility to an adequate level would reduce its capacity below the already minimal 188 to less than 150 students. It is extremely difficult to provide an adequate staff and educational experience for a school this size within the context of the Boston system.

Oak Square

Neighborhood and Enrollment: Oak Square, located in the extreme western part of the district, is part of the Brigham area. It shares, with the Winship and Garfield, the problem of rapidly declining area enrollments and little likelihood of significant replacement-household immigration.

Enrollment: The school was 23% vacant in 1978-79 and 56% of its students are transported. It is in compliance with district ratios. Of the geocodes assigned to the Oak Square, Nos. 794, 769, and 844 are not walk-in geocodes. From local geocodes (752 thru 756, 44 students were assigned to Oak Square although 72 K-5 students live in these geocodes.

Condition: Both location and neighborhood demographic trends argue strongly for assigning it a low priority for retention. While the facility itself is a major reinforcement of this recommendation, it represents also a source of community attachment to the school.

A wooden building in 1894, with a 1923 addition, the school has only four classrooms, far too little space per student. No small instructional areas, teacher preparation space or adequate support spaces are available. Oak Square students are deprived of diversity of educational opportunities made possible by adequate facilities. Their achievements are attained in spite of, rather than with the support of, the spatial resources allocated to them. The facility is not suited to renovation into an adequate elementary school.

The architectural character and image of the facility are, however, of value to the district and the system as a whole. The District I Unified Facilities Plan committee recommended re-use of the building as a teacher training center. In light of the building's small size and peripheral location, this seems a reasonable proposal if funding can be attained.

VI. Implementation

The following schedule is based on 3 major assumptions. First, that this plan will be approved by the court in time to implement changes for the 1980-81 school year. Second, that school closings will operate on the "decision year" basis proposed by the plan. Third, the program presented here assumes that enrollments will decline as projected. The renovation and school renewal schedule are based on current estimates of the time required.

Priority for investment is based on the present condition of the school and its intended life. For the district as a whole, suggested priorities are as follows:

1.	New Construction:	None
2.	School Renewal:	Farragut
		Edison
3.	Renovation:	Hennigan
		Garfield
		Brighton High
		Gardner
		Baldwin
		Hamilton
4.	Repair:	Hamilton
		Tobin
		Winship
		Barrett

Year 1: Summary

A:DATA: 10/78 enrollments.

B:Decisions: to be taken by 1/79
C:Implementation: assignments by 6/80
buildings secured by 6/80;
re-use or repair and renovation plan by 9/80;

D: Scope:

New construction: none
School Renewal Programs: Farragut, Edison
Renovations: Garfield, Brighton
Repair: Hamilton
Closings: Oak Square, Milmore

Data: In order to attain by 80-81 a reduction of 1/2 excess capacity as ordered by the court, 10/78 enrollments were used as the basis for comparison in this phase only.

Assignment capacity and 10/78 enrollment are compared in Table II and summarized below for elementary schools only.

BASE SCHOOLS - Elementary

	Assignment Capacity	10/78 Enrollment	3/79 Rooms
Baldwin	332	286	14
Gardner	450	369	24
Garfield	388	337	17
Hamilton	346	213	15
Farragut	290	275	15
Tobin	626	512	29
Total Base Schools	2432	1992	114
SUPPORT SCHOOLS			
Barrett	180	124	8
Winship	450	369	22
Total Support Schools	630	493	30
Total base & support	3062	2485	144

REQUIRED REDUCTION = 14 rooms

Close:	Assignment Capacity	10/78 Enrollment	3/79 rooms
Oak Square	130	100	7
Milmore	188	144	8
Total	318	244	15

YEAR 3 : SUMMARY :

A. Data: 10/81 enrollments to be compared with Harbridge House projections for 1981-82

B. Decision: To be announced by December 31, 1981;

C. Implementation: Assignments published by 6/82;
Closed facilities secured or re-used by 6/82;
Renewal, repair and renovation Plan 2 complete by 9/82.

D. Scope: School renewal programs: Edison Middle School.
Renovation: Gardner, Baldwin
Repair: Winship, Tobin others as necessary
Closings: Barrett

1. School Renewal Program: Hennigan refitting should be completed and the building ready to re-open in 9/81. The remaining students can be housed at Taft while Edison renewal begins in fall 1981. The Edison should be ready to re-occupy by Fall, 1983.

2. Renovation and Repair: Work should begin on this next group in Fall, 1982 and completed by Fall, 1984.

3. Closings: Winship

a. Data - the following chart presents year by year elementary school enrollment projections for October.

	K	1-5	Total
1978	649	2051	2700
1979	546	1887	2433
1980	525	1737	2262
1971	500	1631	2131
1982	491	1537	2028
1983	494	1442	1936

b. Decision: If October 1981 elementary enrollments in District 1 are less than or equal to 2131 students ± 15%, the Winship School should be closed.

C. Implementation: All Winship students should be reassigned in the 6/82 assignments plan, and the building re-used or secured by 6/82. The long term future of the building - retention for school department special facility use of release to PFD, should be settled by 9/82.

At this point, the District One elementary student facility profile would be:

	Assignment Capacity	10/78 Enrollment	10/82 rooms
Base Schools	2432	1824	114
Support School Winship	180	124	8
Total	2612	1948	122

d. Alternate Decision: If the District One elementary enrollment in October 1981 is greater than 2131 students, the Winship should be retained as an elementary school until the next decision year - 1983-84. At that time, if enrollments are below 83-84 targets, the Winship will be closed. If the Winship is not closed in 81-82, the Barrett will be in operation for another 4 years.

Year 5

Summary: A. Data: 10/83 enrollments to be compared to Harbridge House projections for 83-84.

B. Decision: to be announced by December 31, 1983

C. Implementations:

- assignments published by 6/84
- closed facility secured or re-used by 6/84
- renovation and repair Plan 3 complete by 9/84

D. Scope:

Renovation: Hamilton, Tobin

Repairs: as necessary

Close: Barrett

1. School Renewal:

School Renewal should be completed on Edison Middle School by Fall of 1984. At this time the two base schools (Edison and Hennigan) will have a combined capacity more than sufficient for the projected enrollment of 984 students. Taft should be re-used or released to PFD in Fall 1984.

2. Renovation and Repair: Work on this group of schools to begin in Fall 1984, to be completed by Fall, 1986.

3. Close: Barrett

a. Data: 10/83, see year by year enrollment projections listed under Year 3.

b. Decision: If October 1983 district-wide elementary enrollments are less than or equal to 1963 students +5% the Barrett should closed.

c. Implementation: All Barrett students should be reassigned in the 6/84. The long-term future of the building should be determined by 9/84.

VII. Comparison to District Recommendations

The majority of the district Unified Facilities Committee recommendations are reflected in the present proposals.

MIDDLE SCHOOLS

1. Recommendations in agreement with district recommendations:

- Keep Edison as a base middle school and renovate
- Provide another base middle school building suitable for modern middle school education.

This plan and district recommendations about which facility should be the second middle school differ. The district recommended Taft, this plan recommends Hennigan.

The Hennigan would replace an old, inadequate facility with a new facility which can offer excellent support for middle school education. Its location in the eastern half of the district would also provide more equitable distribution of secondary school capacity in relation to where the largest number of students live. Further, the location would help relieve the present inequitable pattern of busing which is currently in District I, a heavier burden for Minority students than White students.

ELEMENTARY SCHOOLS

1. Recommendations in agreement with district recommendations:
   a. Close Oak Square and Milmore
   b. Designate as base schools the following: Farragut, Gardner, Garfield, Tobin, Hamilton and Baldwin.
   c. Consider re-use of Oak Square and Milmore for School Department activities in support of active schools.

2. Recommendations differing from district recommendations:
   a. Barrett was designated as a base school by the district, and in this plan, is designated as a support school to close in 1982-83.

      If the Barrett were to remain as a base school, the second floor must be completed and the building renovated. This would require a major investment which would in turn mean decreased resources available for needed renovation in other District I elementary schools. Further, the completed Barrett would concentrate school capacity in Allston where this excess

is not needed and thus require extensive transportation of students from denser parts of the district. The third problem in keeping the Barrett open is that the 16 rooms kept open there would require closing an alternate District I elementary school in 1982-83 either the Baldwin or Hamilton. In light of the above factors, the Barrett's designation as a support school leaves the district with a more even and equitable distribution of classrooms, renovation funds and transportation burden.

b. The district committee recommended that rooms be closed in individual schools, to meet 1980-81 targets, and that new district-wide programs be used to fill these spaces. This plan recommends that the ongoing non-residential district artworks program, and that new district-wide programs, when operational, be located in the closed schools - Oak Square or Milmore.

It is not likely that the Court will accept the district's recommendations as valid reductions of excess capacity. In terms of both district clustering recommendations and equitable distribution of support facilities, Milmore must be considered for support programs. This leaves the Allston-Brighton half of the district with two non-school support facilities - Lyon and Oak Square.

c. The district committee recommended that the Winship be designated a Base school. This plan recommends that it be a support school to be closed in 1982. An earlier proposal suggested moving the district offices to the Winship. This would reduce the number of assignable rooms in the school and keep a smaller Winship as a Base school.

This proposal has proved unworkable, in part, because of increased office space needs which would leave insufficient classroom space at the Winship. Without this reduction in room count, the district remains over the target reduction figure and thus the Winship needs to be closed.

Community District 2

I. Introduction & Summary of Recommendations

Major Problems and Issues: District 2, Jamaica Plain, is projected to see a 25% decline in total enrollment by 1983/84. Of its 12 elementary schools, two are new and four were built before 1900. Its enrollment is 45% Black, 25% White and 29% Other Minorities, predominantly Hispanic. To accomodate the projected long term enrollment patterns, a high school, a middle school and 9 elementary schools will be necessary.

The District 2 Facilities Plan is based upon the general objectives and policy assumptions described in the introduction to this document. Additionally, the District 2 is confronted with the following unique characteristics:

1. Many of the schools are old, in poor condition, and Type IV structures (masonry with wood floors and/or roofs), and for this reason state funds cannot be readily obtained for their renovation;

2. District offices are located at the far southwestern corner of the district, not easily accessible to the district parents;

3. The densely populated Washington Park area in the northeast contains several smaller, older schools, while the less densely populated Jamaica Plain area contains the two newest schools and the Curley Middle School.

4. The railroad tracks at the south of the district are an effective barrier preventing walk-in access for students from the densely populated areas in Lower Washington to the Parkman or Weaver Schools in Woodbourne.

5. The band of open space including the Arboretum running east-west thru the district separates the Center-South and Brookfarm Parkway areas from the Jamaica Plain areas to the north.

Summary of Recommendations

1. High School:

The new Jamaica Plain High School (Southwest II) will continue to be needed by the district for the next 10 years, although as the enrollment drops, a recruitment drive is recommended to maintain a reasonable enrollment level.

2. Middle Schools:

Two middle schools will be needed in the district at the end of the ten year planning period. The Lewis and Curley schools should be retained and improved and modernized as necessary. The Roosevelt should be considered for closing in 1984 if enrollment levels decline at the rate projected.

3. Elementary Schools:

Nine elementary schools will be needed in 1983-84 according to projected enrollment levels, assuming that the district offices are moved into the renovated Parkman School. The Fuller, Parkman, and Longfellow need substantial renovation and should be scheduled into the school recovery program. One school is recommended for closing in 1980, and two more over the next four years. These are summarized in the table below:

Base	Support (with projected closings)	Recommended for June 1980 closings
Agassiz	Abrahams	Seaver
Ellis	Bonditch	
Fuller		
Higginson		
Longfellow		
Kennedy		
Manning		
Mendell		
Parkman		

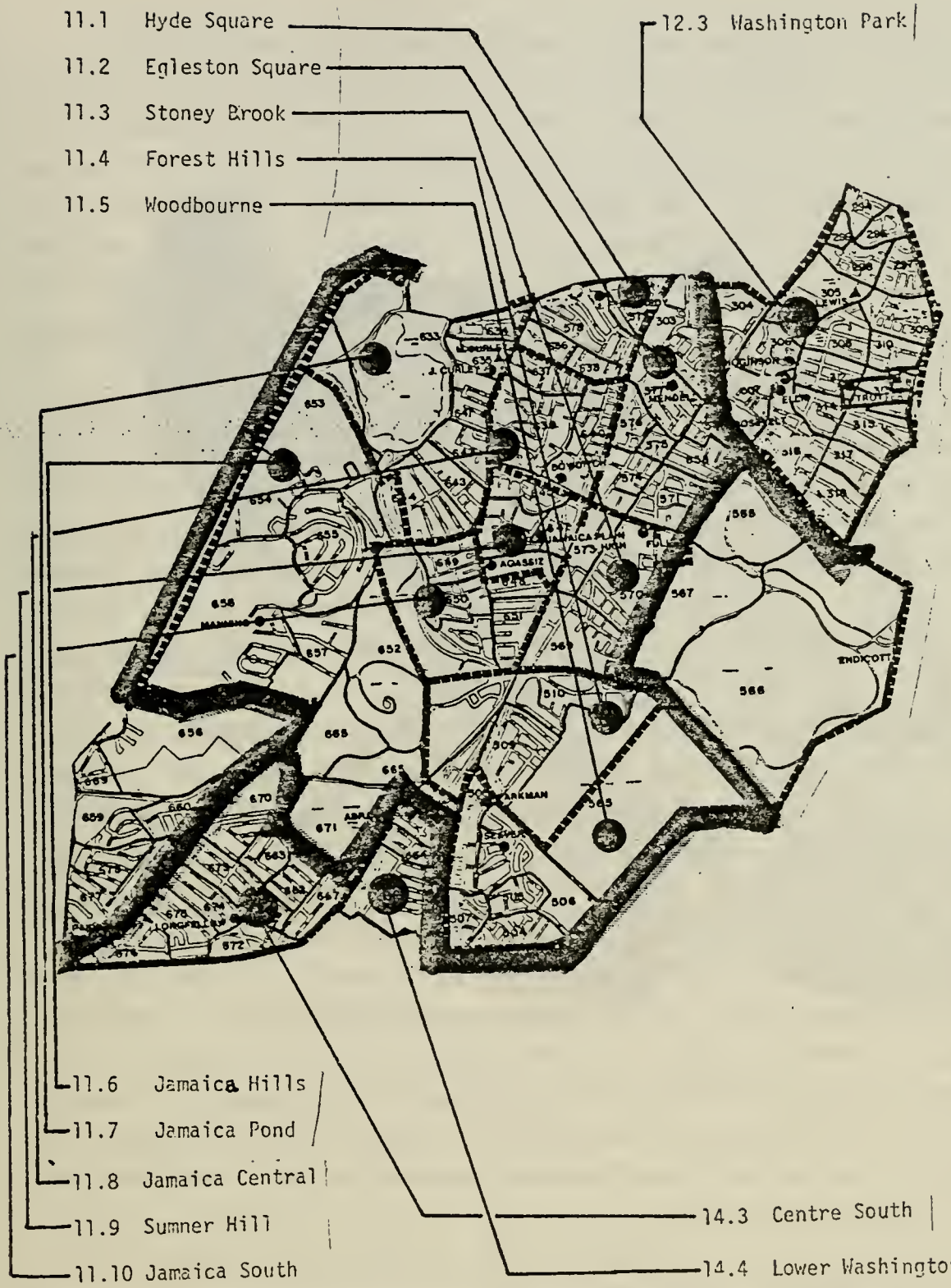
II. Existing Conditions

Neighborhoods

District 2 is composed of 15 neighborhood sub-areas. These can be grouped into four sections for school planning purposes. These sections are separated by the Penn Central Railroad tracks running North-South and the Arboretum and Forest Hills Cemetary which form an East-West dividing line. These areas are shown in Map 1. The Northeast section which excludes Washington Park and Egelston Square, has a predominantly Black and Hispanic population. The public enrollment from Washington Park is 95% Black while Egleston Square is 54% Hispanic, 26% Black, and 20% White. Two of the district's three middle schools are located in this area (the Roosevelt and the Lewis), along with three elementary schools (the Higginson, Mendell and Ellis). The Howe, Garrison, Williams and the Ellis Annex are schools which have been closed in this part of the district. About one-half of all the public school students from District 2 live in this quadrant.

The Southeast section, east of the Penn Central Railroad is made up of Woodbourne, Forest Hills and Stoneybrook neighborhood sub-areas. The school age population in this section is predominantly White, with significant Black and Hispanic minorities in some geocodes. There are only three schools in this section, all of which are elementary: the Fuller, Parkman, and Seaver. This section of the district contributes only about 11% of the public school population to District 2.

West of the Penn Central tracks and north of the VFW Parkway and Bussey Street is the Jamaica Plain/Sumner Hill area. This section of the district is predominantly White. However, several hundred Hispanic students live in the Northeastern corner. The new Southwest II High School and the Mary Curley Middle School are located in this area along with the Manning, Agassiz, Bowditch, and the Kennedy elementary schools. The Wyman School in this area has been closed. About 25%of the public school population in District 2 comes from this section. Gentrification and increases in the Hispanic population are likely to continue their current trends.



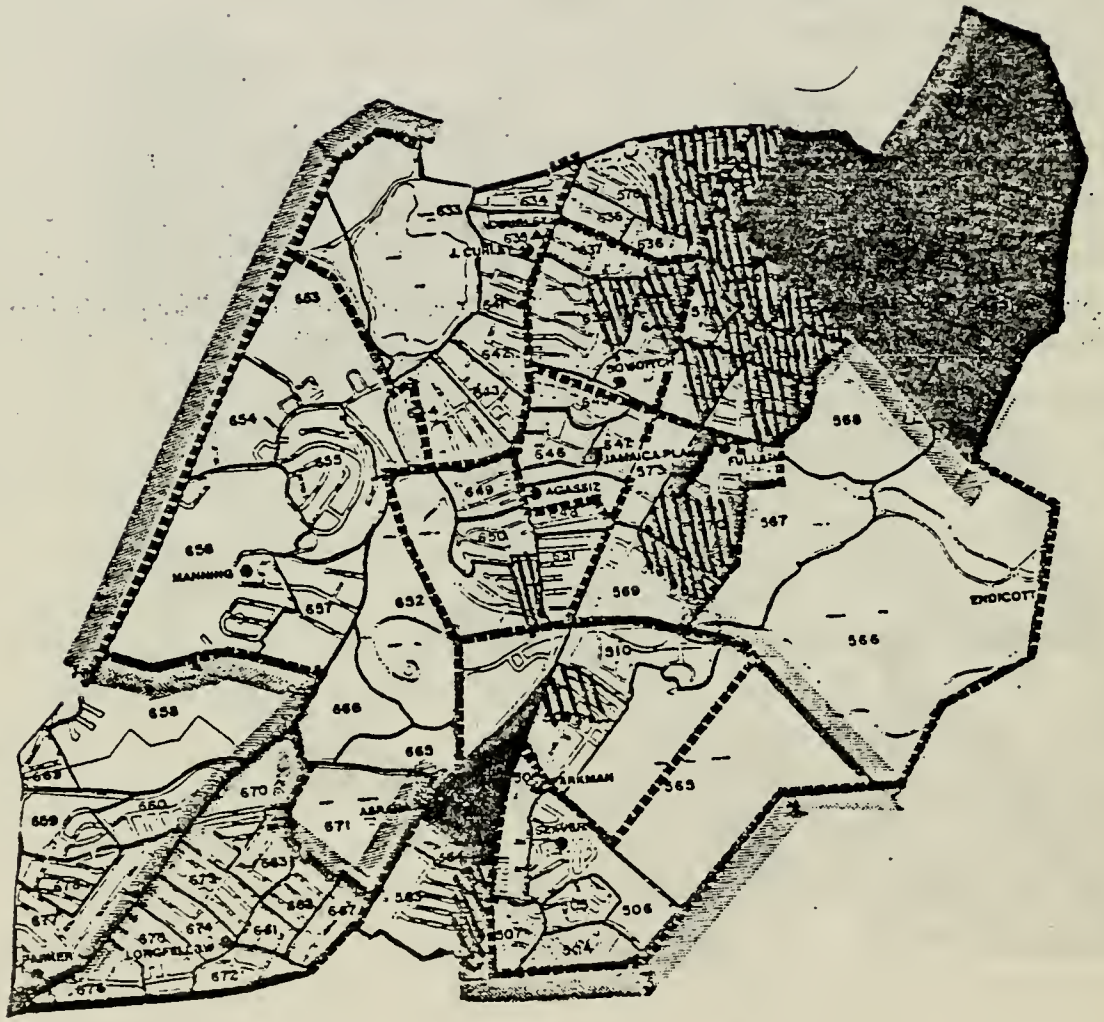
DISTRICT 2 BRA Planning Areas

MAP 1

UFP 1979

Planning District Boundaries

Planning Sub-areas



DISTRICT 2
UFP 1979

Map 2

Predominant Racial/Ethnic Character of Public School enrollment in each geocode, October 1978.

Black

Other

White

South of the VFW Parkway and Bussey Street and west of the Penn Central tracks are the Brookfarm Parkway and Center-South sub-areas of West Roxbury. The school-age population from this part of the district is almost entirely White. The Longfellow and Abrahams are located here along with the Parker School which houses only the district offices and a District 9 substantially separate program. Only about 11% of the students live in this area. Parochial school enrollment is high in this area.

Current Enrollment Trends

At the elementary level, there are severe discrepencies between the available capacity in any area and the number of students residing in that area. (See tables 1 and 2). Egleston Square and Washington Park contribute over 50% of the district's public enrollment although the section contains only 23% of the elementary capacity. The Northwest section has 44% of elementary school capacity of elementary schools including the new Agassiz and Kennedy schools, 50% of the middle school capacity (the Curley), and the new high school. The area contributes, however, only 24% of the district's enrollment.

In the Southern two quadrants are four small schools and the district offices. All of the schools are in poor physical condition, needing substantial renewal. The area contributes 33% of the district's enrollment and contains 34% of the elementary capacity.

Enrollment Projections: Uncertainties

In the northern part of District 2, there has been documented a considerable amount of racial change over the past decade which has increased the number of Black and Hispanic students in the public school system. The rate of housing turnover in these areas has slowed considerably recently indicating a slowing of this transition. Gentrification occuring somewhat in the Jamaica Hills and Jamaica Pond sub-areas, has contributed to the declining enrollment. The two southern sections have shown the most significant decline in students, indicating both an aging population and the presence of parochial and private schools. Taken altogether, the uncertainties of District 2 do not indicate significant deviations from the projected enrollments.

Enrollment Patterns 1978-79

Neighborhood	School	Assignment Capacity	Assigned Enrollment	Surplus	% Surplus
Washington Park, Egleston	Higginson	272	185	87	
	Ellis	508	384	124	
	Mendell	320	210	110	
	Total	1110	779	321	
Forest Hills, Stoneybrook	Parkman	350	258	92	
	Seaver	286	152	134	
	Fuller	360	327	33	
	Total	996	737	259	
Jamaica Plain, Sumner Hill	Kennedy	508	484	24	
	Bowditch	362	300	62	
	Agassiz	766	673	93	
	Manning	230	171	59	
	Total	1866	1628	238	
Lower Washington, Brookfarm Pky	Abrahams	188	129	59	
	Longfellow	449	319	130	
	Total	637	448	189	
District Total		4599	3592	1007	

Table 1

Enrollment and Capacity in Planning Neighborhoods District 2

1978-79

	Neighborhood			
	Egleston Sq., Washington Square	Stoney Brook, Forest Hills, (east) Woodbourne	Brookfarm Pky, Center Square Forest Hills, Lower Washington	Jamaica:Pond Square,Hills, Central;Hyde, Square,Sumner Hill
Public Enrollment	4973 (54%)	869 (9%)	1217 (13%)	2212 (24%)
District Enrollment	3444	531	809	1496
Elementary				
Middle				
High				
Elementary Schools	3	3	2	4
Rooms	48 (23%)	44 (21%)	28 (13%)	93 (44%)
Seats	1100 (24%)	996 (22%)	632 (14%)	1866 (41%)
Enrollment	779 (22%)	737 (21%)	448 (12%)	1628 (45%)
Middle Schools	2	0	0	1
Rooms	35 (47%)	0	0	40 (53%)
Seats	766 (47%)	0	0	40 (53%)
Enrollment	770 (50%)	0	0	758 (50%)
High Schools	0	0	0	1
Rooms	0	0	0	38 (100%)
Seats	0	0	0	1100 (100%)
Enrollment	0	0	0	1093 (100%)
Total Schools				
Rooms				
Seats				
Enrollment				

Table 2

Special Program and Administration

1. Bilingual Education

In 1978/79, Spanish bilingual programs were offered in five elementary schools, two middle schools (Curley and Roosevelt) and the Jamaica Plain High School. Because of the desegregation of the programs, a considerable surplus exists which will be eliminated by compacting the elementary program to four schools. This can be done in conjunction with the closing of the Bowditch School in 1980/81.

School (level)	Bilingual Program	Rooms Allocated	Students	Rooms Required	Surplus (Bilingual only)
Mendell (E)	EDP	4	20	1	3
Kennedy (E)	K,SS,1-5	8	154	8	-
Ellis (E)	K - 5	6	56	3	3
Bowditch (E)	1 - 5	4	67	4	-
Agassiz (E)	K - 5	10	171	8	2
Total		32	468	24	8

* All data from October 1978.

2. Substantially Separate

Substantially Separate special needs educational programs are currently offered at the Parkman, Mendell, Manning, Longfellow, Kennedy, Ellis, Agassiz and Abrahams Elementary schools as well as at the Lewis and Curley Middle schools and Jamaica Plain High. Some minor economics of space could be achieved by the elimination of the program at the Abrahams school in which one student was assigned and one room allocated.

3. Barrier Free Access

Currently the new Southwest II High School, the Agassiz school and the Curley can permit barrier free access to the physically handicapped.

4. Advanced Work

There were 111 advanced work students in District 2 schools. 46 of these students were in grades 6,7, and 8 enrolled at the M. Curley Middle School. The others were assigned to the Seaver School.

5. District Offices

The administrative offices for District 2 are now located in the Parker School, which is inconveniently located at the Southwestern extremity in an old elementary school. It is recommended that these be relocated to the Parkman School when it is renovated.

6. Magnet Schools

Within the geographic boundaries of District 2 are the J. Curley and Trotter magnet elementary schools and Boston Tech, a magnet examination high school.

7. Past Closings

Since 1969 there have been five schools closed in the District 2 area. Four of these have been in the Washington Park area, one in Hyde Square.

III. Planning Targets: Enrollment Projections

Table 3 presents a summary of both the projected enrollment in District 2 and the rooms required to accomodate that projected enrollment. By 1983/84, the elementary enrollment is projected to decline by 25% - to 75% of its current level. At the middle level, the enrollment is projected to decline more rapidly - to 69% of its current level by 1983/84 and to 50% of its current levels by 1988. Both middle and elementary enrollments are expected to be close to projected levels.

High school enrollment is projected to rise slightly to 1015 in 1980/81 and then decline rapidly thereafter. The high school enrollment projection does not take into account the drawing power of the new Southwest II High School or possible results of a recommended district recruitment drive to maintain enrollment levels close to capacity in the building.

Planning Targets: Enrollment Projections

Enrollment Projections

October Assigned Enrollment

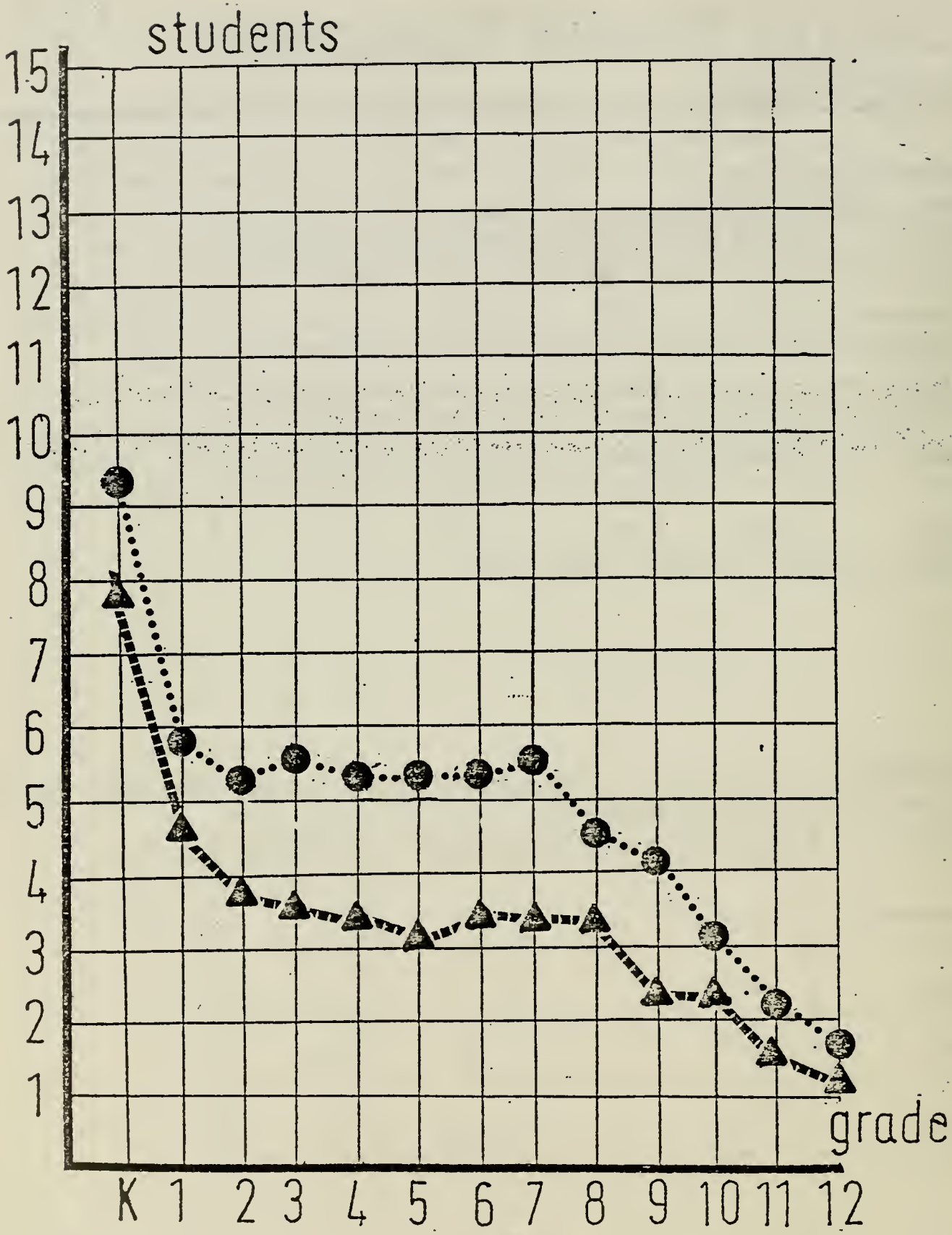
Level	1978-79 *	1981-82	1983-84	1988-89
Elementary	3493	3062	2608	---
Middle	1476	1253	1015	723
High	877	927	770	481
Totals	5846	5017	4393	---

* Actual Assigned Enrollment, October 1978

Room Demands

Rooms required, at each level, to accomodate projected assigned enrollment, including assignments to all special programs.

Level	Rooms Available 3/1979	1983-84	1988-89
Elementary	214	168	---
Middle	75	54	38
High	38	31	19
Totals	291	253	--



Comparative Enrollment by Grade
District Two
Numbers in hundreds of students
*Based on October 1978 Dept. of Implementation figures.
**Based on Harbridge House projections of July 1979.

1978 Enrollment by Grade*
1983 Enrollment by Grade**

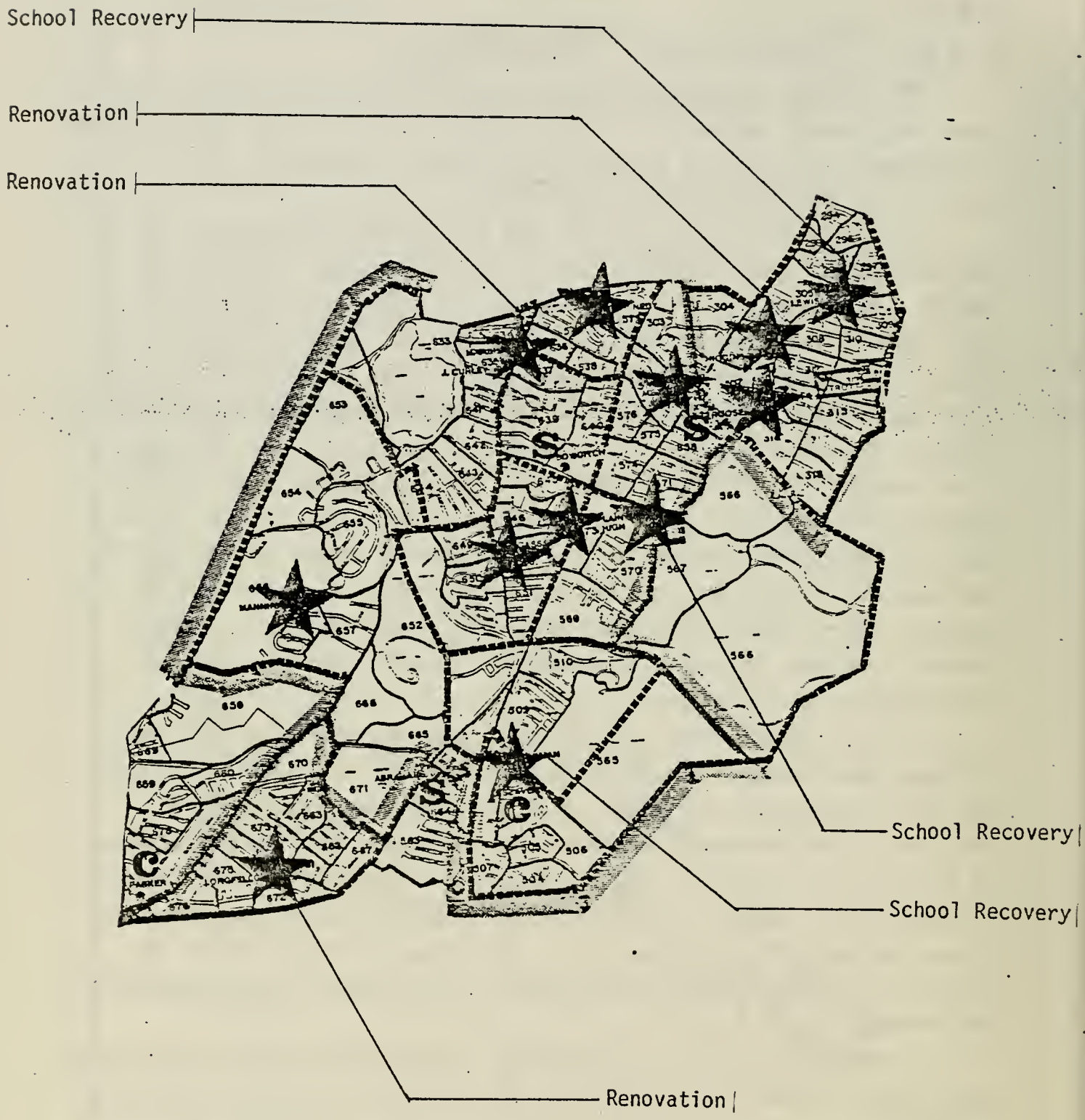
IV. Planning Strategy

The District 2 planning strategy recommends that the Southwest II High School will remain the District 2 high school for the ten year period although a recruitment drive will be necessary to increase the proportion of District 2 students who attend the district high school.

At the middle school level, it will be possible to comfortably fit all projected middle school students into the Curley and Lewis middle schools by 1983/84. The Curley, the largest, should be retained for long term use, a major recovery beginning in 1981. It is in the best condition of all three schools and well supplied with ancillary spaces. The Curley should continue to be used to the fullest extent and should undergo a thorough modernization program. The Lewis is recommended to be the second base middle school, and to be scheduled for a major recovery. Its central location in the Washington Park sub-area is a major factor in the choice of this school. The Roosevelt should be maintained, and used to the fullest extent during the recovery of the Lewis and renovation of the Curley, after which it should be closed. The Roosevelt school should be retained and fully enrolled during the renewal period to minimize disruption to educational programs caused by the construction process.

At the elementary level nine schools are recommended as base schools. Of these, the Fuller, the Parkman and the Longfellow should all be renewed. The other Base schools are either new or in fairly good condition. The objective of the pattern of Base schools concentrates capacity in the center of the district, along the Southwest corridor, and towards the North where the density of students is highest. At the same time schools are preserved in key isolated or fringe areas, i.e.; the Manning in Jamaica Hills, the Longfellow in Lower Washington/Roslindale, and the Seaver in Woodbourne near the Archdale B.H.A. project.

The strategy involves the immediate closing of the Seaver and a renovation of the Parkman School, to contain the District offices and a small elementary program. When this is complete, the Abrahams can be closed assuming enrollment levels decline as projected.



DISTRICT 2
UFP 1979

Map 3: Recommendations

★ Base

S Support

C 1980 Closing

Enrollment and Capacity in Planning Neighborhoods

District 2

1983-84

	Neighborhood			
	Egleston Sq., Washington Park	Stoney Brook, Forest Hills-(east), Woodbourne	Brookfarm Pky, Center Square, Forest Hills, Lower Washington.	Jamaica Pond, Square, Hills, Central; Hyde Square, Sumner Hill.
Public Enrollment	4973 (54%)	869 (9%)	1217 (13%)	2212 (24%)
District Enr. (est.)	3444	531	809	1496
Elementary				
Middle				
High				
Elementary Schools	3	2	3	1
Rooms 177	48 (27%)	32 (18%)	77 (44%)	20 (11%)
Seats 3763	1100 (29%)	710 (19%)	1504 (40%)	449 (12%)
Enrollment				
Middle Schools	1	0	1	0
Rooms 58	18 (31%)	0	40 (69%)	0
Seats 1256	376 (30%)	0	880 (70%)	0
Enrollment				
High Schools	0	0	1	0
Rooms 38	0	0	38	0
Seats 1100	0	0	1100	0
Enrollment				
Total Schools	4	2	4	1
Rooms 273	66	32	155	20
Seats 6119	1476 (24%)	710 (12%)	3484 (57%)	449 (7%)
Enrollment				

Table 5

V. School by School Analysis

Southwest II High School. Southwest II, located near the old Jamaica Plain High School, opened in September, 1979. It has a capacity of 1100 students. If it maintains the same enrollment that Jamaica Plain High had last year, it will have too low a percentage of White students to be in compliance with desegregation ratios.

Facility Condition. Southwest II is a newly opened school building suitable for long term use.

Mary Curley Middle School (Base)

Neighborhood and Enrollment. The Mary Curley Middle School is located in the Jamaica Pond sub-area, adjacent to the J. Curley Magnet elementary school. In 1978/79, 758 students were assigned. The building has a capacity of 880. Its percentage of Other Minorities was too high for the school to be in compliance with desegregation ratios. Few of the attending White or Hispanic students needed transportation, while 2/3 of the Black students required transportation. 56% (423) of all students walked.

Facility Condition. The structure, built in 1931; is sound physically and contains substantial special facilities. The school needs moderate repairs. New boilers, modernized plumbing and electrical facilities and reroofing are needed. The windows throughout the building require replacement. The auditorium and some other special-use rooms must be modernized. These improvements, as well as a general renewal of the building, have been given a first priority by the District Planning Group. The Mary Curley is recommended to be a Base school, with renovations scheduled as possible.

Lewis Middle School (Base).

Neighborhood and Enrollment. The Lewis school, located in the center of the Washington Park sub-area, is the smallest District 2 middle school. With a capacity of 376, it had 321 students assigned in 1978/79, and was not in compliance with desegregation ratios. There was a too high percentage of Black

students (65%), an appropriate percentage of White students, but too low a percentage of Other Minorities (7%). All but one White student and all the Hispanic students needed transportation.

Facility Condition. The Lewis was built in 1912 with an addition in 1926. It is an old school in need of considerable renovation. While full scale support facilities are not available, there is abundant outdoor recreation space available. In addition the capacity has been lowered significantly over the past 2 years, reflecting conversions from classrooms to specialized uses. The Lewis is an important school in Washington Park and should be retained for long term use as a middle school, and included in the school recovery plan.

ROOSEVELT (Support).

Neighborhood and Enrollment. The Roosevelt Middle School, located between Washington Park and Egleston Square, at the edge of Franklin Park, has a capacity of 390 seats. Last year it was assigned 449 students, including 52 bilingual Hispanic students. It was not in compliance with desegregation, having too high a percentage of Other Minority (Hispanic) students and too low a percentage of White students. Few Blacks or Hispanics needed transportation, while 60% of the White students did.

Facility Condition. The Roosevelt, although small for a middle school has a considerable quantity of support spaces and facilities. The type 1 building should continue to be used until 1984 while the Lewis and Curley undergo renovation. It should be closed thereafter.

ELEMENTARY SCHOOLS: BASE

AGASSIZ

Neighborhood and Enrollment. The Agassiz school, built in 1972 in Summer Hill near the old Jamaica Plain High School, has a capacity of 766 students. In 1978/79 673 students were assigned. The Other Minority percentage was too high to be in compliance with desegregation. All but 18 of the 225 Black students were transported, few of the White, and 3/4 of the Other Minority students.

Facility Conditions: Because of its central location and good physical quality (it is the newest elementary school in the district) the Agassiz should be retained and designated as a Base school.

ELLIS

Neighborhood and Enrollment: The Ellis, located on Walnut Avenue in Washington Park, was assigned 384 students in 1978/79. Its capacity is 508. It was not in compliance with desegregation, having too high a percentage of Black and too low a percentage of White students. 75% of the Black and most White students were transported. Only 25% of all students enrolled did not require transportation.

Facility Condition: The Ellis built in 1932 has generous support facilities and space available for students, although it has insufficient number of small instructional spaces for a school with 20 classrooms. Two of the smaller rooms should be subdivided to provide adequate space for Title I and remedial programs.

In recent years, the School Department has invested significant sums of money to upgrade the physical plant of the Ellis School, including a new gym and boiler system. The Ellis is recommended to be a Base school.

HIGGINSON

Neighborhood and Enrollment: The Higginson school is located in Washington Park, a few blocks from the Ellis school. Its 1978/79 assigned enrollment of 185 students was predominately Other Minority and Black, and not in compliance with desegregation ratios. All but one White and most Other Minority students were transported. The school also houses a citywide artworks program.

Facility Condition: The facility with a capacity of 272 students, was built in 1922, with classrooms averaging under 700 square feet each. There are no small instructional spaces, and few support facilities. Two of the classrooms should be converted to support activities, which would improve the amount of gross area per student place. The type I building is suitable for renovation and long term use.

LONGFELLOW

Neighborhood and Enrollment: The Longfellow is an old school located in the Center-South and sub-area with a capacity of 444, its enrollment of 319 students was not in compliance with desegregation ratios, a result of having too low a percentaage of Other Minorities. Almost all of the 189 Black and Hispanic students required transportation, most White students walked. Altogether 60% of the students needed transportation.

Facility Conditions: The Longfellow, although old and in need of a substantial renovation, contains ancillary facilities reasonable for an elementary school. Improvements to the heating and electrical systems are necessary, as is new roofing. These repairs, as part of total school renewal, should be scheduled in the first five years, and the Longfellow considered for long term use.

J.F. KENNEDY

Neighborhood and Enrollment: Built in 1963, the J.F. Kennedy School is located in the northern part of District 2 in the Hyde Square sub-area. In 1978/79, 484 students were assigned, 24 short of its capacity. The school was not in desegregation compliance. There was too low a percentage of White students (13%) and too high (50%) a percentage of Hispanic students. 45% of all students are transported. A third, or 63 White were transported, 3/4 of its 176 Black students and very few Hispanic students were transported. All, however, came from contiguous geocodes.

Facility Condition: The Kennedy needs little capital investment. It, like the Ellis, does not have enough small instructional spaces as evidenced by the remedial and Title I programs operating in the gym. Spatial changes are necessary along with a general re-programming of the building to ensure an adequate library, gym and small instructional spaces.

MANNING

Neighborhood and Enrollment: The Manning school, built in 1941 has a capacity of 230. It is located in the middle of Jamaica Hills near the Brookline border. In 1978/79, 171 students were assigned, 24 of whom were kindergarten students. The school is in compliance with desegregation guidelines. Most of its Hispanic and Black students needed transportation.

Facility Condition: Though small, the school is in fair condition with adequate support space and small instructional rooms for a small elementary program. While its modernization costs are not high in total, its small capacity causes cost to be high when calculated on a per student basis. The Manning should be retained as a Base school.

MENDELL

Neighborhood and Enrollment: The Mendell school, built in 1904 is located in the Egleston Square sub-area. It was assigned only 210 students although its capacity is 320. With over half of its enrollment composed of Hispanic students, the school was not in compliance with desegregation ratios. Few (22%) students were transported.

Facility Condition: The Mendell is a Type I facility in relatively good condition requiring only minor improvements to the electrical system, roof and floor. Its layout is appreciated by the school administration. The only problem to be contended with is that classrooms average under 700 square feet. It is a good building which poses no problems for long term retention.

PARKMAN

Neighborhood and Enrollment: The Parkman school is located near the Forest Hills station and has a capacity of 350 students. Built in 1899, additions were made in 1904, 1908, and 1932, Its assignment of 258 students in 1978/79 was in compliance with desegregation ratios. All of its Black students were transported, as were half of its Other Minority students.

Facility Condition: With 17 regular classrooms, a gymnasium, library and cafeteria, the Parkman is well provided with support facilities. It needs two rooms converted to small instructional spaces for more effective use of space for Title I and remedial programs. It also needs improvements to the electrical system, roof, masonry and floor. Of the three schools in the immediate vicinity (Seaver and Abrahams) the Parkman offers the best potential for long term use as it is the better quality facility. It should be renovated immediately and maintained as a Base school. In the renovation of the Parkman, space shall be made available for the District II office. This would reduce the amount of space for classroom instruction to approximately 12 rooms.

ELEMENTARY SCHOOLS: SUPPORT

ABRAHAMS

Neighborhood and Enrollment: The Abrahams is a small 8 room school next to the Archdale BHA housing development. It is currently in compliance with desegregation ratios and predominately (95%) a walk-in school.

Facility Condition: The building, while not as old as many in the district, is in poor condition, requiring an expenditure of over $700 per student place. The Abrahams should be closed in 1982, assuming that enrollment levels decline as projected. It could then be consolidated with the renovated Longfellow.

BOWDITCH

Neighborhood and Enrollment: The Bowditch school is located near Egleston Square, close to both the Fuller and Agassiz schools. Its enrollment was 300 in 1978/79, 233 students required transportation. With Other Minority constituting 54% of its 1978/79 enrollment, it was not in compliance with desegregation guidelines.

Facility Condition: The building built in 1892, is Type IV construction, and not suited to renovation for long term use. The Bowditch is recommended to be closed in 1982 if enrollment levels continue to decline at the rate projected.

Recommended for Closing: June 1980

SEAVER

Neighborhood and Enrollment: The Seaver school is located in the Southern part of District 2, near Forest Hills, the Parkman and Abrahams schools. With a capacity of 286 the Seaver was assigned only 152 students in 1978/79. The school was not in compliance with desegregation ratios - with too high a percentage of White students and too low a percentage of Other Minorities. Two thirds of its enrollment was transported; almost all of the Black enrollment and half the White enrollment.

Facility Condition: While newer than the Parkman, the Seaver is smaller, offers significantly less space per student, and fewer support facilities. All its classrooms are under 800 square feet, it has only one small instructional space, and is also Type IV construction. The Seaver is close to the Parkman and not nearly as good a facility. It is recommended to be closed in June 1980.

VI. Implementation

The following schedule of recommended actions and decisions is based upon the assumptions that adequate funding will be available for recommended construction and renovation, and that in the case of closings, decisions will be taken in December of 1979, 81, 83, and 85 for closings in June of the subsequent years. Priorities for investments are based upon the present conditions and levels of knowledge about each building. For the district as a whole, recommendations are as follows:

NEW CONSTRUCTION:	None
SCHOOL RECOVERY PROGRAM:	Lewis Middle Fuller, Parkman elementary schools
RENOVATION:	Longfellow, Higginson, elementary schools, Curley Middle School
CLOSINGS:	Seaver, Abrahams, Bowditch elementary schools, Roosevelt Middle School, Parker building
TRANSFERS:	District offices to Parkman

YEAR 1 SUMMARY 1980

DATA:	October 1978 Enrollment	
DECISIONS:	To be taken December 1979	
IMPLEMENTATION:	Closing to take place June 1980 School recovery planning to begin January 1980 for construction to start June 1981 Renovation planning to begin January 1980	
SCOPE:	New Construction:	None
	School Recovery Program:	Parkman elementary Lewis middle
	Renovation:	Higginson
CLOSINGS:	Seaver elementary	

SCHOOL RECOVERY PROGRAM

Planning should commence in January 1980 for the renovation of the Parkman School. It is anticipated that construction could begin June 1981 at the earliest and end by September, 1982.

Planning for the renovation of the Lewis Middle School should also commence in January, 1980.

An educational program should be developed by June, so that architectural design work may get underway in time for a June 1981 construction start. At that time, the middle school enrollment is projected to be only 1,253, or small enough to be temporarily accommodated in Roosevelt and Curley. When the renovation of the Lewis is complete, its students should return and the Roosevelt school should be recommended for closing.

RENOVATION

Planning for improvements to the Higginson school should begin in the

spring of 1980 so that construction may begin as soon as possible. The work should not be so extensive that relocating all students will be necessary.

CLOSINGS

It is recommended that the Seaver school be closed in June 1980, as part of the first phase school closings.

Table 6

Elementary Schools in September 1980

BASE	ASSIGNMENT CAPACITY	10/78 ENROLLMENT	ROOMS
Agassiz	766	673	44
Ellis	508	384	22
Fuller	360	327	15
Higginson	272	185	12
Longfellow	444	319	20
Kennedy	508	484	22
Manning	230	171	10
Mendell	320	210	14
Parkman*	200	258	10
	3608	3011	169

* (reduced to 200 during conversion)

SUPPORT			
Abrahams	188	129	8
Bowditch	362	300	17
	550	429	25

CLOSE			
Seaver	286	152	12

Middle Schools in September 1980

BASE			
Curley	880	758	40
Lewis	376	321	18
	1256	1079	58

SUPPORT			
Roosevelt	390	449	17

SUMMARY

	Available Seats Base	Available Seats Total	Projected Enrollment October 1982	%
Elementary	3608	4158	3066	
Middle	1256	1646	1315	

DATA:	October 1981 Enrollment	
DECISIONS:	To be taken in December 1981	
IMPLEMENTATION:	Schools to be closed in June 1982 Renovation/recovery to begin June 1982	
SCOPE:	School Renewal Program:	Fuller
	Renovation:	Longfellow
	Closing:	Roosevelt Middle Bowditch Elementary

School Renewal Program

Planning for a June 1982 construction start date for the major renovation of the Fuller school should begin in January 1981. An educational program should be developed in the spring with architectural work commencing in June 1981 at the latest. During the year-long construction period, students, staff and the program should be temporarily located at the nearby Bowditch school.

Renovation

If the renovation of the Longfellow can occur during the summer of 1982, and in steps during the following school year, then planning should begin in January 1981. If it is determined that it will be necessary to vacate the school for a one-year construction period, then the renovation program should be delayed for one year, and the Bowditch building used for this purpose after the Fuller school has moved back to the Fuller building.

Closing

The Bowditch school is recommended for closing in June 1982 if the District 2 enrollment remains below 3200 students. The Roosevelt Middle School is recommended for closing if middle school enrollments follow projections; when the renovation of the Lewis is complete.

Table 7

Elementary Schools in September 1982

	ASSIGNMENT CAPACITY	10/78 ENROLLMENT	ROOMS
as shown in 1980			
	3608	3011	169
SUPPORT			
Abrahams	188	129	8
CLOSED			
Bowditch	362	300	17

Middle Schools in September 1982

BASE			
Curley	880	758	40
Lewis	376	321	18
CLOSED			
Roosevelt	390	449	17

SUMMARY

	Available Seats Base	Available Seats Total	Projected Enrollment October 1982	% Surplus
Elementary	3608	3796	2687	29%
Middle	1256	1256	1135	10%

YEAR 5 SUMMARY 1984

DATA:	October 1983 Enrollment
DECISIONS:	To be taken December 1983
IMPLEMENTATION:	Closings to occur June 1984 Renovation to begin June 1984
SCOPE:	Renovation: Curley Middle School As needed
CLOSINGS:	Abrahams elementary

School Recovery Program

Completed

Renovation

Plans for any renovations necessary in the district, including the Curley Middle School should begin in January 1983 for construction start dates of June 1984.

Closing

The Abrahams elementary school is recommended for closing in June 1984 assuming that elementary enrollments are less than 3000 students.

Table 8

Elementary Schools in September 1984

BASE	ASSIGNMENT CAPACITY	10/78 ENROLLMENT	ROOM
As shown 1980			
Total	3608*	3011	169

*(may be reduced due to renovation)

CLOSE			
Abrahams	188	129	8

Middle Schools in September 1984

BASE			
Curley	880	758	40
Lewis	376	321	18
	1256	1079	58

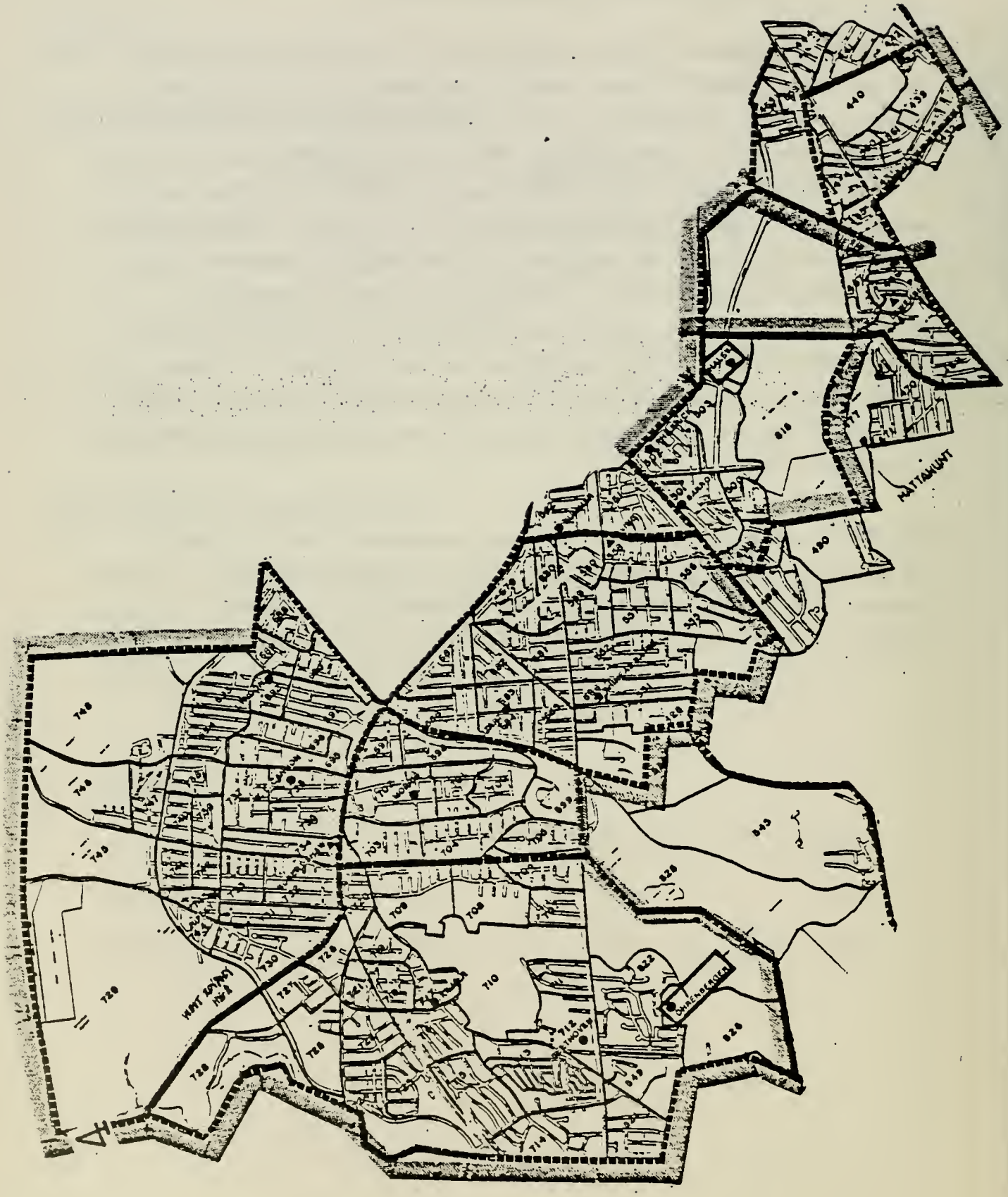
SUMMARY

	Available Seats Base	Total	Projected Enrollment October 1983	% Surplus
Elementary	3608	3608	2608	28%
Middle	1256	1256	1015	19%

VII. Comparison to District Recommendations

The District Planning Group proposed that six schools be considered for use beyond 1986-87. These schools, the Agassiz, Ellis, Higginson, Kennedy, Manning and Mendell, are all recommended as Base schools. Of the other district recommendations, the Abrahams and Bowditch have been accepted for intermediate use, and a choice between the Parkman and Seaver has been made. These recommendations are that the Parkman, the facility with the greater potential, be substantially renovated, and maintained for long term use. The Seaver has been recommended for closing in 1980. Another deviation from the District Planning Group recommendations is that the Longfellow has been retained as a base school. This has been made possible by the relocation of the District offices in the Parkman School, taking a number of classrooms out of the classroom inventory.

For middle schools, the Planning Group recommended that all schools be designated Base. In keeping with the established planning targets, one, the Roosevelt, has been recommended for support status, to be closed following the renovation of the Lewis.



Community District 3

I. Introduction & Summary of Recommendations

A. Problems and Issues: District 3, which includes West Roxbury, Lower Roslindale, and part of Mattapan is faced with substantial decline in enrollment by 1983/84. Enrollment declines predicted are 33% at the elementary level, 45% at the middle level and 40% at the high school level. Within the district there is a widely dispersed pattern of elementary schools, 3 middle schools, and one high school. A number of issues are critical to the plan for District 3:

1. Determining the best 149 elementary rooms in the district to retain for long term use, and designate as Base.
2. Decreasing the total amount of transportation in the district such that the inequitable burden of transportation, now placed on Black and Other Minority students, is reduced by insuring that the long term schools are located closer to the areas of Black and Other Minority residence.
3. Minimizing the educational disruption of students by designing reassignment policies which limit the total amount of school changes by students over the 10 year period.
4. Maintaining a dispersed pattern of elementary schools across the less densely populated areas of West Roxbury and Roslindale without producing excess capacity in the area.
5. Maintaining both small and large size elementary schools.
6. Insuring that those schools designated for long term use are either the better physical facilities in the district, or are improved to a comparable level, thus maintaining an equity in quality as well as location of physical facilities.

B. Summary of Recommendations:

1. High School

West Roxbury High School, opened in 1976, will continue to be the District 3 high school.

2. Middle Schools

The Shaw Middle School is recommended for closing when overall middle school enrollments decline to 1376 students and when the renovation of the Lewenberg is finished. The Lewenberg should be renovated immediately for long term use. Renovation of the Irving should occur later.

3. Elementary Schools

The following table presents Base, Support, and June 1980 closings for elementary schools. The pattern of Base schools maintains not only the large elementary schools in Roslindale and Mattapan, but several smaller schools throughout West Roxbury and Roslindale. The schools recommended for closing in 1980 have extremely low enrollments, and thus disrupt the fewest children. Furthermore, these schools are located in areas of very low population density. Support schools are those with the least physical facilities, located in low enrollment density areas.

BASE	SUPPORT (year of closing)	RECOMMENDED FOR CLOSING 1980
BATES	MOZART (1982)	BARRON
BEETHOVEN	PHILBRICK (1982)	CANNON
LEE	KILMER (1984)	RIPLEY
LYNDON	MORRIS (1984)	
MATTAHUNT		
SUMNER		

II. Existing Conditions

Neighborhoods

District 3 is composed of parts of five planning districts: West Roxbury, Roslindale, Hyde Park, Mattapan, Franklin Field. These can be grouped roughly into three sections (see map I) : Mattapan-Franklin Field, which is predominantly Black, and contains the 1000 unit Franklin Field BHA housing project; Roslindale-Hyde Park, which is separated from Mattapan by the Mount Hope Cemetary and Franklin Park; and West Roxbury, the west end of the district 3 which is separated from Roslindale by the West Roxbury Parkway.

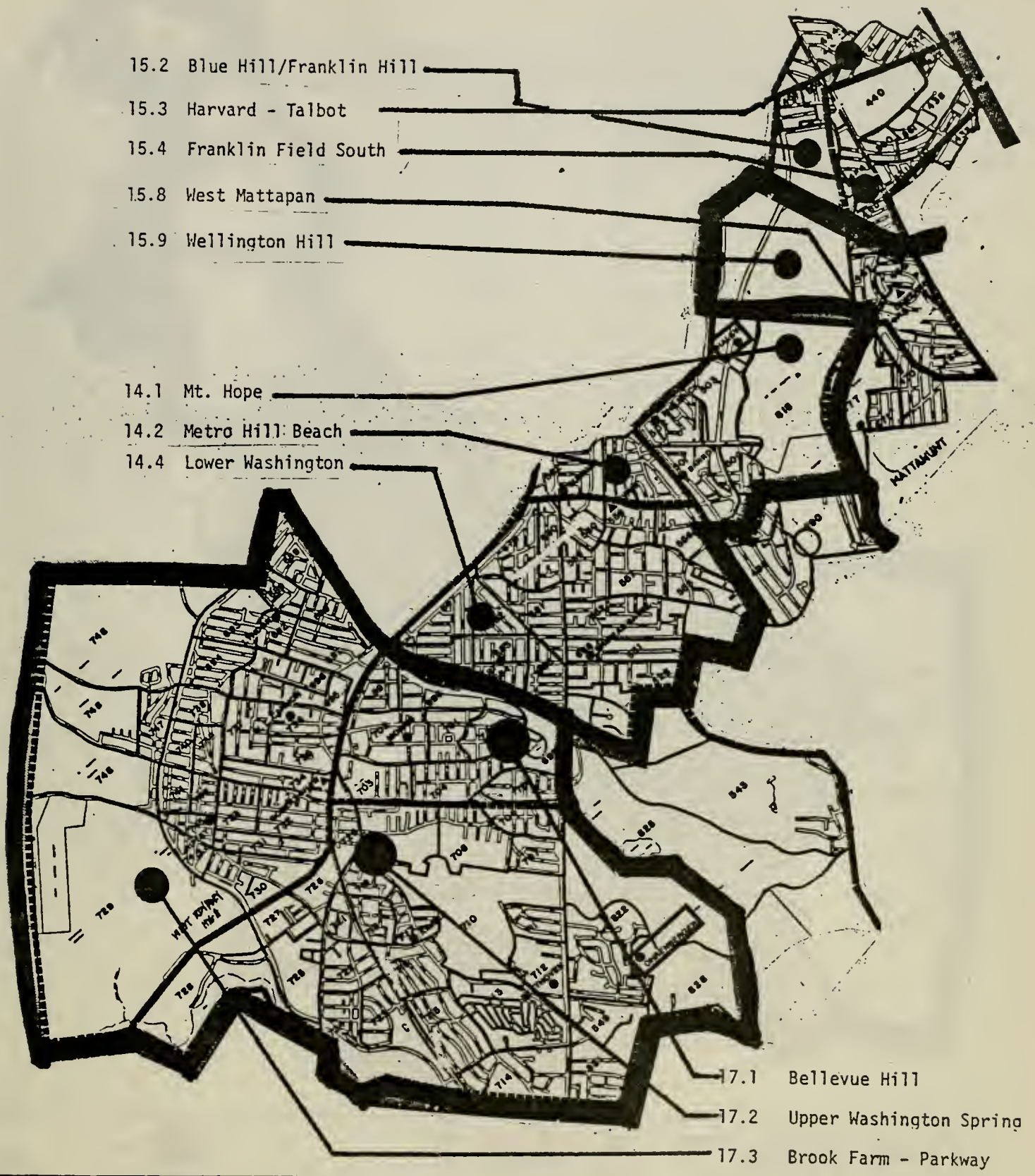
Current Enrollment Patterns

The district enrollment is approximately 53% Black, 6% Other Minority, and 41% White. The Black and Other Minority population is concentrated in Franklin Field/Mattapan, as can be seen on Map 2. West Roxbury and Roslindale combined contribute 48% of the district enrollment, although the residential area is at least four times as large as Franklin Field/Mattapan. At the same time, these 2 areas combined contain 11 out of 13 elementary schools, 2 of 3 middle schools and the only high school. With the exception of the Sumner, which has 30 rooms, they have a combined capacity equal to 66% of the total elementary capacity, as can be seen on Table 2.

Two large, new community schools, with a combined capacity of 1702 students, are located in Franklin Field/Mattapan. Only one sixth of the vacant seats in the district are in these schools; half the vacant seats (Table 3) in the district are currently in West Roxbury and a third in Roslindale.

Enrollment Projections: Uncertainties

There are three uncertainties which may affect projected enrollments. There has been some housing loss in the Franklin Field South and Blue Hill areas. If this trend continues, it could reduce enrollment levels below projections. Lower Roslindale, particularly the West Street/River Street area, might be an area of future racial change. This could result in a new, younger population which will replace an older one, causing higher enrollment levels than projected. Looking



DISTRICT 3 BRA Planning Areas

MAP I

UFP 1979

Planning District Boundaries

Planning Sub-areas

DISTRICT 3 UFP 1979

Map 2

Predominant Racial/Ethnic Character of Public School enrollment in each geocode, October 1978.

Black

Other

White

Enrollment Patterns 1978·79

Neighborhood	School	Assignment Capacity	Assigned Enrollment	Surplus	% Surplus
West Roxbury	Beethoven	332	238	94	28%
	Cannon	258	107	151	
	Kilmer	332	203	129	
	Lyndon	272	148	124	
	Morris	290	197	93	
	Ripley	222	161	61	
	Total	1706	1054	652	
Roslindale / Hyde Park	Barron	208	83	125	
	Bates	334	265	69	
	Mozart	230	225	5	
	Philbrick	180	122	58	
	Sumner	652	451	201	
	Total	1604	1146	458	
Mattapan/ Franklin Field	Mattahunt	870	842	28	
	Lee	832	574	258	
	Total	1702	1416	286	
District Total		5012	3616	1396	

Table 1

Enrollment and Capacity in Planning Neighborhoods District 3

1978-79

	Neighborhood			
	West Roxbury	Roslindale/ Hyde Park	Mattapan/ Franklin Field	
Public Enrollment	2098 (22%)	2589 (28%)	4553 (49%)	
District Enr. (est.)	1314	1671	3371	
Elementary				
Middle				
High				
Elementary Schools	6	5	2	
Rooms	73 (31%)	71 (30%)	90 (38%)	
Seats	1706 (34%)	1604 (32%)	1702 (34%)	
Enrollment	1054 (29%)	1146 (32%)	1416 (39%)	
Middle Schools	1	1	1	
Rooms	30 (29%)	40 (38%)	35 (33%)	
Seats	596 (27%)	864 (39%)	746 (34%)	
Enrollment	457 (26%)	802 (46%)	501 (28%)	
High Schools	1	0	0	
Rooms	52 (100%)	0	0	
Seats	1202 (100%)	0	0	
Enrollment	1431 (100%)	0	0	
Total Schools	8	6	3	
Rooms	155 (40%)	111 (28%)	125 (32%)	
Seats	3504 (42%)	2468 (29%)	2448 (29%)	
Enrollment	2942 (43%)	1948 (29%)	1917 (28%)	

Table 2

far into the future, if there is any replacement in West Roxbury of the currently aging population by a younger family population, there could be a slowing of the enrollment decline in the area. As in other areas of the city, the high parochial and private school attendance of the past has contributed to the rapid decline in projected school enrollment.

Special Programs and Administration

1. Bilingual: There are two bilingual programs in District 3, a kindergarten at the Lee School, and a full K-5 program at the Mattahunt School. These will continue to be needed.

2. Substantially Separate: Substantially separate programs exist at the high school, all middle schools, and 8 of the 13 elementary schools. There is considerable misallocation between assigned students and allocated rooms. Capacity in several schools (Sumner, Lee, Beethoven) could be increased by the redesignation of rooms.

3. Advanced work: Advanced work classes are being taught at the Irving Middle and Lee Elementary Schools.

4. Access by Handicapped: Only the district high school, the Lee and the Mattahunt are fully accessable to the handicapped. Possibly several of the smaller one-floor schools are accessable but not equipped appropriately.

5. Magnet Schools: There are two magnet elementary schools in District 3: the Ohrenberger in the south of West Roxbury, and the Haley in northern Roslindale. These two schools have a combined capacity of 960 seats.

6. Previous Closings: Since 1969, 5 schools have been closed in Franklin Field/ Mattapan. Roslindale High School has also been closed.

7. District Offices: District offices are currently located at the Mattahunt School. Both because of the inaccessibility of the school and the lack of space, it is recommended that they be relocated to the Barron School when it is closed for regular school purposes.

8. Art Works: There is currently an art works program at the Cannon School. With the closing of the Cannon it should be moved to the Barron along with the District offices.

III. Planning Targets: Enrollment Projections

District 3 enrollment is projected to decline substantially at all levels by 1983-84. Table 4 describes the projected decline at each level. An important factor in District 3 is the reduction of the rate of decline at the elementary level by 1983/84. This implies a future stability of elementary enrollment. Declines are already occurring in the middle and high school levels. The district already contributes significant numbers of students to District 9 (29% of resident Public enrolled children), of which 58% are White and 42% are Black and Other Minorities. These contributions account for 40% of the White students in the district (1550 magnet; 2737 community district 3), and approximately 29% of the Black students (1016 magnet, 3420 District 3).

Planning Targets: Enrollment Projections

Enrollment Projections

October Assigned Enrollment

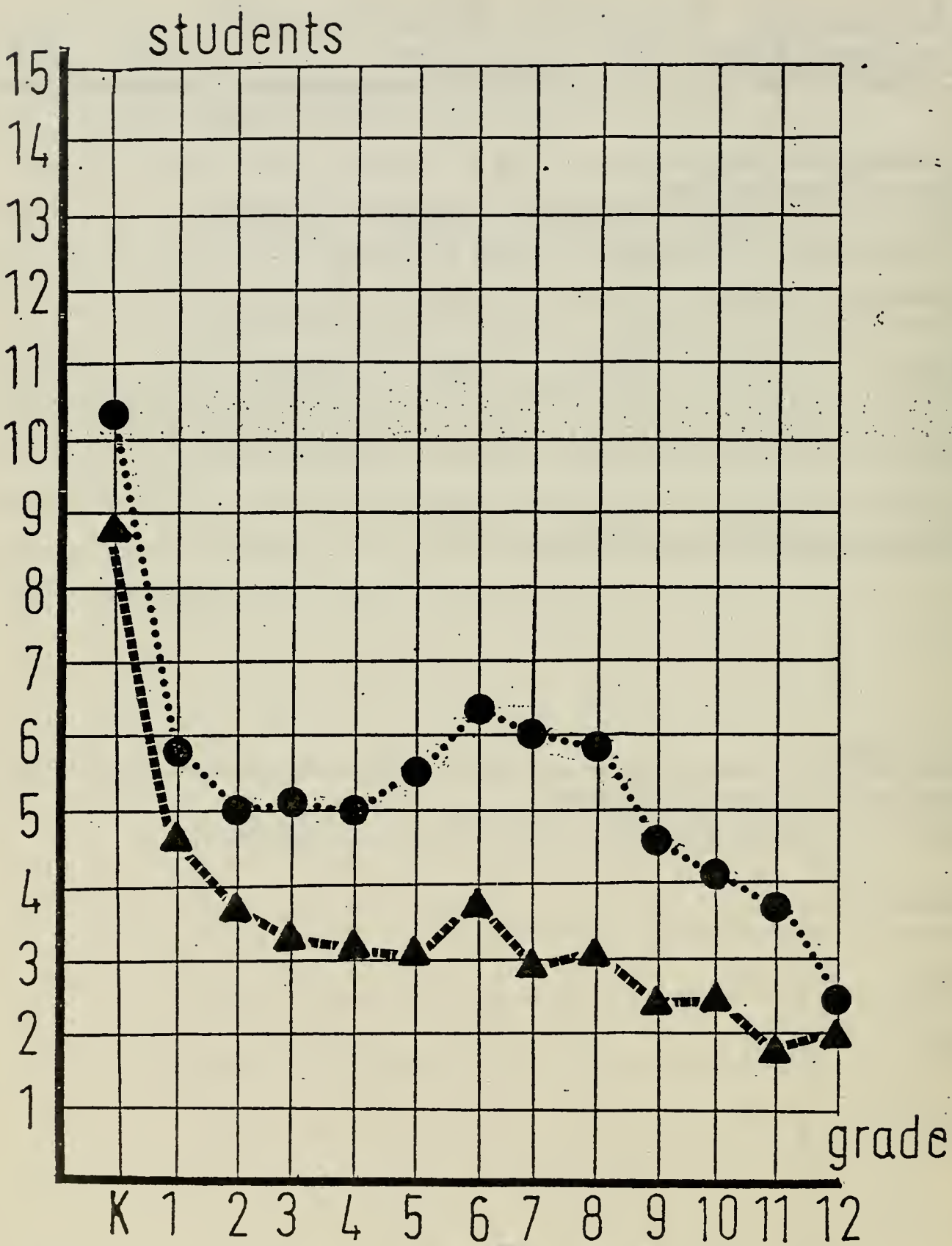
Level	1978-79 *	1981-82	1983-84	1988-89
Elementary	3616	2864	2665	---
Middle	1762	1256	971	718
High	1428	1108	849	483
Totals	6803	5229	4487	--

* Actual Assigned Enrollment, October 1978

Room Demands

Rooms required, at each level, to accomodate projected assigned enrollment, including assignments to all special programs.

Level	Rooms Available 3/1979	1983-84	1988-89
Elementary	234	151	--
Middle	105	53	39
High	52	39	22
Totals	391	243	--



Comparative Enrollment by Grade
District Three

Numbers in hundreds of students
*Based on October 1978 Dept. of Implementation figures.
**Based on Harbridge House projections of July 1979.

1978 Enrollment by Grade*

1983 Enrollment by Grade**

IV. Planning Strategy

The recommended pattern of Base schools (see Map 3) is designed to retain a mixture of small and large elementary schools dispersed throughout the district so as not to leave any area with an inequitable school capacity compared to its district enrollment contribution. In addition, the better physical facilities, in combination with those which can be effectively renovated to provide quality educational environments, have been retained. Schools such as the Barron and Cannon which could be easily reused for non-school purposes, are considered for closing because of their inappropriate location, ease of re-use and low enrollment.

The recommended pattern of Base schools accepts the District Planning Group's recommendation that the Cannon be closed but differs in its consideration of the sequence of closings of other schools. The proposed pattern of Base schools combines considerations of physical quality, geographic location, and education disruptions. No single variable alone, such as displacing the fewest students, is minimized. In addition to the Cannon it is recommended that the Ripley and Barron also be closed in June 1980.

Of the remaining schools, the Bates, Beethoven, Lee, Lyndon, Mattahunt, and Sumner are recommended as Base.

There is currently sufficient room in these schools to accomodate all students requiring relocation in the 1980 closings, as well as future 1982 and 1984 closings.

In the years following 1980, if enrollment levels follow projections, it will be necessary to close 4 additional small schools, two in 1982 and two in 1984. These support schools are the Mozart, Morris, Philbrick, and Kilmer.

In conjunction with these recommended closings, a thorough program of elementary and middle school recovery is proposed. These renovations which will involve each school being under construction for a full year should be scheduled for the Sumner (1981), Lyndon (1982) and Bates (1984).

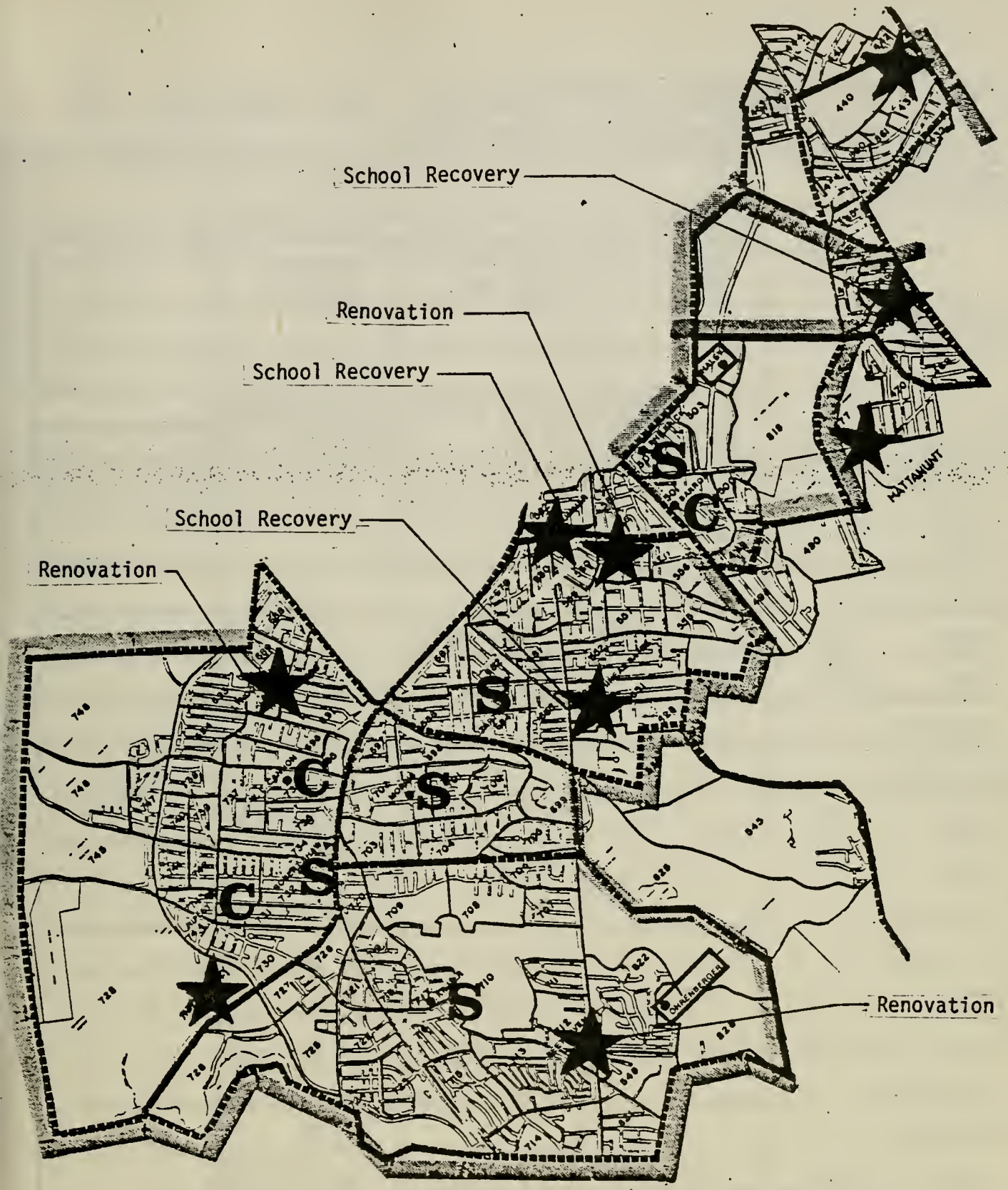
The resulting pattern of Base schools will result in 56% of elementary school capacity to be located in Franklin Field/Mattapan, and 44% to be located in Roslindale/West Roxbury. These proportions reflect the contributions of these areas to the

overall district enrollment.

District 3 is currently served by three middle schools -- the Shaw (West Roxbury), the Irving (Roslindale), and the Lewenberg (Mattapan). It is recommended that the Shaw be closed when renovation of both the Irving and Lewenberg are complete, and when the middle school enrollment will comfortably fit into the Lewenberg and Irving. Of the 3 schools, the Shaw is farthest from the centers of enrollment density, in the worst physical condition, and requires the highest per student place amount of capital improvements.

By 1988-89, according to long range enrollment projections, both the Irving and Lewenberg middle schools will be necessary as district middle schools. Planning should insure that students are equitably distributed between the two. Both these schools need considerable funds expended on plant modernization. The Lewenberg should be improved first, and considered a Base school. Major capital improvement funds should be designated for the renovation of the Irving thereafter. When both renovations are complete, the Shaw should be closed.

West Roxbury High School is a new building with 52 classrooms and a capacity of 1202 students. Although current district enrollment (Oct. 78-79) was 1428 students, 1980-81 projected enrollment will be 1286. As the high school enrollment declines (to 849 in 1983/84) efforts should be taken to increase the attendance at West Roxbury High from the District and reduce the contribution to District 9.



DISTRICT 3
UFP 1979

Map 3: Recommendations

★ Base

S Support

C 1980 Closing

Enrollment and Capacity in Planning Neighborhoods

District 3

1983-84

	Neighborhood			
	West Roxbury	Roslindale, Hyde Park	Mattapan, Franklin Field	
Public Enrollment	2098 (22%)	2589 (28%)	4553 (49%)	
District Enr. (est.)	1314	1671	3371	
Elementary				
Middle				
High				
Elementary Schools	2	2	2	
Rooms 160	26 (16%)	44 (28%)	90 (56%)	
Seats 3292	604	986	1702	
Enrollment				
Middle Schools	0	1	1	
Rooms 75	0	40 (53%)	35 (47%)	
Seats 1610	0	864	746	
Enrollment				
High Schools	1	0	0	
Rooms 52	52 (100%)	0	0	
Seats 1202	1202 (100%)	0	0	
Enrollment				
Total Schools	3	3	3	
Rooms 287	78 (27%)	84 (29%)	125 (44%)	
Seats 6104	1806 (30%)	1850 (30%)	2448 (40%)	
Enrollment				

Table 5

V. School by School Analysis

West Roxbury High School

Neighborhood and Enrollments: The High School, (located on the V.F.W. Parkway), was opened in 1976 and currently serves over 1400 students. The facility is in good repair, needs no capital improvements and is projected to be needed by the District for the forseeable furture.

Lewenberg Middle School (Base)

Neighborhood and Enrollment: The Lewenberg, located in northern Mattapan, is a predominantly Black populated area. Of its current 500 students only 42% of the students are transported. The school is not in compliance with desegregation regulations because of too low a percentage of White and Other Minority students and too high a percentage of Black students.

Facility Condition: The building needs substantial repairs to the plumbing and electrical systems, as well as windows and science rooms. Built in 1930 with a 1957 addition, the Lewenberg is a type I building which is suitable for renovation and long term use.

Irving Middle School (Base)

Neighborhood and Enrollment: The Irving Middle School is located in Roslindale, near the geographic center of the district. It is close to Roslindale Square and accessible to mass transit. Of its enrollment of 802 students, 49% need transportation. The school is currently in compliance with desegregation guidelines.

Facility Condition: The building needs a substantial amount of capital improvements, including modernization of plumbing and electrical systems, as well as windows and science rooms. The Irving was built in 1936 and is also a Type I structure.

Shaw Middle School (Support)

Neighborhood and Enrollment: The Shaw, built initially in 1919, with

several more recent additions, is in the Brookfarm Parkway neighborhood of West Roxbury, an area which contributes the fewest children to the public school system. Its 1978/79 enrollment of 47% was below its capacity of 596, with 72% of these students transported. It was not in compliance with desegregation ratios, having too high a percentage of Black and Other Minority students, and too low a percentage of White students. All of its 300 Black students were transported as well as most Other Minorities.

Facility Condition: It has been recommended for closing because it is in the worst physical condition of the 3 district middle schools, and is located in the area with the smallest contribution to district enrollment. It needs extensive repairs to its windows, science rooms, electrical and plumbing systems. It can continue to serve as a middle school for several years without major renovation.

Elementary Schools; Base

Bates

Neighborhood and Enrollment: The Bates is located in the Metro Hill/ Beech area of southern Roslindale. In 1978/79, 265 students were assigned; it had a capacity of 334. 85% of these students walk to school; the school is also in compliance with desegregation regulations. Of those 40 students who are transported, 37 are Black, representing only a quarter of the Black enrollment. The high walk in enrollment combined with its desegregation status support this school's consideration as Base.

Facility Condition: The building was constructed in 1929, Type I, and is in fair condition, although needing substantial repairs to plumbing, electrical systems, new windows, reroofing and flooring. No spatial changes are proposed.

Beethoven School

Neighborhood and Enrollment: The Beethoven school is in the Upper Washington/Spring neighborhood in the southern portion of West Roxbury.

The population in the area is aging—there are two elderly housing complexes; most of the established population purchased homes between 1950 and 1968 while in their early child bearing stages. Last year the 332 seat capacity school has assigned 238 students, 53% of whom were transported including nearly the entire Black enrollment.

Facility Conditions: The Type IV school was built in stages. A first floor in 1925, a second in 1931 and a two story addition including an auditorium in 1962. The school has adequate support and ancillary spaces necessary to provide for a sound educational environment.

The building needs, however, a fairly large amount of investment in building services: for plumbing, heating, and electrical work, and for new windows, painting, waterproofing, reroofing, and new floor coverings. No spatial changes are necessary within the school. Although a high investment compared with that necessary for other district schools, particularly the Kilmer, the amount is justified. The Beethoven has larger plant area (by 30%) that the Kilmer, better ancillary facilities, and a lower operating cost. To bring the Kilmer up to the level of provision of the Beethoven could require a substantial addition--significantly more expensive than the extra modernization cost of the Beethoven.

Lee Community School

Neighborhood and Enrollment: The Lee School is in the Franklin Field South area of the Franklin Field neighborhood. This area is sometimes identified with Mattapan, sometimes with Dorchester.

The building contains 47 classrooms, and has a capacity of 832 students, although only 574 were assigned in 1978/79. The current assignment of students does not comply with desegregation regulations, although this could be corrected by a higher assignment of White students and 40% of the Other Minority students.

Facility Condition: The school was built in 1971 and is one of the newest and largest in the district. The school is designed with clusters of classrooms. The gross area per student is generous, and the classrooms average over 1000 square feet each. The only improvements necessary are roofing repairs--costing less than $18 per assignable student.

Lyndon

Neighborhood and Enrollment: The Lyndon school, located in the Brookfarm Parkway are of West Roxbury was built in 1928. The school with a capacity of 272, was assigned 148 students in 1978-79. Of these, most Black students and Other Minorities were transported, with White students walking. It was not in compliance with desegregation ratios, its percentage of Other Minorities was too high. The Lyndon was considered both a good school, and the only school in northern West Roxbury for which no alternative use could be envisioned. Its designation as Base stems from a combination of its location, building quality, and low reuse potential.

Facility Condition: For long term use, the school needs a substantial amount of funds expended on heating, plumbing, and electrical improvements. The school should be retained with minor repairs made, and scheduled for a major renovation.

Mattahunt

Neighborhood and Enrollment: The Mattahunt is in the northern part of the Mattapan neighborhood area. The area is now predominantly Black. The school, with 42 rooms and a capacity of 870 is currently attended by 842 students, 53% Black, 12 Hispanic and 34% White. It is not in compliance with desegregation guidelines -- there is too high a percentage of Other Minorities, and too low a percentage of White students. Roughly half the Black students, 90% of the White students and all the Hispanic students are transported, a total of 75% of all student.

Facility Condition: This community school was built in 1976 and is in excellent condition. The school includes a pool and a gymnasium that are used by other district schools. Some spatial changes may be desirable to better accomodate the 29 substantially separate students, but the building design makes this a relatively easy conversion. The building also needs redesign of the entrance to the community building for security purposes.

Sumner

Neighborhood and Enrollment: The Sumner school is in the Lower Washington Street area of Roslindale, almost in Roslindale Square, the second densest neighborhood in the district. The Sumner was assigned 451 students in 1978-79, although its 31 rooms have a capacity of 652. The school is nearly in compliance with desegregation regulations--with only a slightly high percentage of Other Minorities--55% of its enrollment is transported, 89% Black, and a few White and Other Minority students. The school serves 213 students on a walk-in basis, which makes it an extremely important community element, and an integral part of the District 3 school system.

Facility Condition: The type I facility needs a moderate amount of basic improvement to plumbing and heating systems, windows and waterproofing. Spatial modifications need to be designed to increase the space available for classrooms instruction, as most are below 700 sq.ft. The facility has adequate support and ancillary space available to students, although it has a very small amount of staff support space and administration offices. In the renovation programmed for 1981, more space should also be made available for these uses. These changes would reduce the capacity of the building, potentially by as much as 100 students.

Elementary Schools: Support

Philbrick

Neighborhood and Enrollment: The Philbrick, located in the Mount Hope area of Roslindale, near the cemetery, has a capacity of 180 students, and was assigned only 122 students in 1978-79. Of these, 47% were transported, all the Black students except 3, and 17 of 73 White students. It is not in compliance with desegregation guidelines.

Facility Condition: It is a small school, built in 1913, of Type IV construction, unsuitable for a major renovation or addition. Its high cost per student place for improvements is mostly made up of electrical system modernization, which would not be necessary for short term use. The Philbrick is recommended to be considered for closing at the second decision point - October 1981 for a June 1982 closing.

Mozart

Neighborhood and Enrollment: The Mozart school, located in the Metro Hill-Beech area of Roslindale was assigned 225 students in 1978-79. Of these all Black students but 1 were transported, with most White and Other Minority students walking. This enrollment was close to its 230 seat capacity, despite its small size.

Facility Condition: Of all small schools in District 3, the Mozart has the least space available per student place, except for the Barron; and less than half that available per student at the Lee or Mattahunt. It has no space available other than classrooms. The Mozart is scheduled for consideration for closing at the second decision point, October 1981, for a 1982 closing.

Kilmer

Neighborhood and Enrollment: The Kilmer is in the Upper Washington/Spring Street neighborhood in southern West Roxbury, near the Beethoven and the Ohrenberger (District 9) schools. The Kilmer serves a local walk-in White student body and transported Black students. Those transported make up 41% of the total enrollment of 203; 79 Blacks were transported, 1 walks, 105 Whites

walk, 15 are transported. In addition 3 Asians walk. The school has a capacity of 332.

Facility Condition: The school requires building services expenditures on heating and electrical, and should have one classroom subdivided for small instructional spaces and/or classrooms support activities, because of the small classroom sizes.

The school was built in 1935 and is in fair condition. The classrooms average less than 700 square feet in area. The building has considerably fewer auxiliary support spaces than the nearby Beethoven, which has been designated as Base.

The Kilmer will be necessary in the district until 1984, according to the projections. At that time it is recommended for closing. In the interim, the maintenance of its enrollment at around 250 students will allow flexible use of surplus space, to make up for the lack of support facilities.

Morris

Neighborhood and Enrollment: The Morris school, built in 1927 with a 1933 addition, is located in the Bellevue Hill area of West Roxbury. In 1978-79 the 290 seat school was assigned 133 Black and 64 White students. The 65% of all students who were transported to the school include 131 Black children. It was not in compliance with desegregation ratios.

Facility Condition: The building, constructed in 1927 has too few support spaces outside classrooms and requires basic improvements and modernization of heating, plumbing, and electrical systems. It has the third lowest area available to each assigned student, of the District 3 elementary schools. This will not provide a great hardship to students if enrollment is maintained between 200 and 250 until 1984, when the school is recommended to be considered for closing.

1980-81 Recommended Closings

Ripley

Neighborhood and Enrollment: The Ripley school, built in 1932, with a capacity of 222 students had only 161 assigned students in 1978-79. Of these, 61% were transported. The Ripley is located at the western extremity of West Roxbury, where the enrollment decline has been most extreme. The building has only 12 classrooms, a library and cafeteria. It is not in good physical condition and does not have as much room per student as the Lyndon. It is not located where it could serve as many walk-in students. It needs modernization of both its electrical and plumbing systems. The Ripley should be closed in 1980 as part of the overall plan of reduction of surplus capacity.

Cannon School

Neighborhood and Enrollment: The Cannon school is located in the Brookfarm/Parkway area in the West Roxbury neighborhood. This is an area of single family homes (bounded on one side by Newton, and the other by Brookline) with an older, established population. Only 26% of the students attending the Cannon walk to school. The school, located in a potentially commercial area, has exhibited little drawing power from its adjacent, assigned geocodes. The school currently houses the Artworks program, which should be relocated to the Barron School.

Facility Condition: Recently constructed, the Cannon school is in good condition, although like other small schools, it has few support facilities. Its re-use potential, and the unanimity of District Planning Group recommendations suggest that the Cannon be recommended for closing in June 1980. In addition, few students should need to be relocated.

Barron

Neighborhood and Enrollment: The Barron is located in the Mount Hope area of Western Roslindale, a neighborhood with a growing elderly population. The school had only 83 students assigned last year, with 42% of these transported. It's small enrollment was in compliance with desegregation ratios, but was far below its capacity of 208.

Facility Condition: Converted to a school in 1969 from a commercial building, it is in good condition. The school needs installed fire alarm systems and emergency lighting, and an expansion of the outdoor play area.

The classrooms are almost 900 sq. ft. each and well above the city-wide mean. The square feet per student ratio is low, in large part due to the lack of teacher support space. Despite its good condition, the Barron is recommended for closing, and the conversion to District Offices and Art Works. The rationale for its closing derives from an effort to spread the required closings across both Roslindale and West Roxbury. Without closing the Barron, the Bates or Beethoven would need to be closed, both of which serve significantly higher walk-in enrollments, and more students. Because of its open plan spatial layout, the conversion to offices could be relatively inexpensive. It is in an excellent location for the District Administrative Offices.

VI. Implementation

The following schedule of recommended actions and decisions is based upon the assumptions that adequate funding will be available for recommended construction and renovation, and that in the case of closings, decisions will be taken in December of 1979,81,83, and 85 for closings in June of the subsequent years. Priorities for investments are based upon the present conditions and levels of knowledge about each building. For the district as a whole, recommendations are as follows:

NEW CONSTRUCTION:	None
SCHOOL RECOVERY PROGRAM:	Sumner elementary Bates elementary Lewenberg Middle School
RENOVATION:	Irving Middle School Beethoven elementary (old wing only) Lyndon elementary
CLOSINGS:	Barron, Cannon, Ripley, Mozart, Morris, Kilmer, and Philbrick elementary schools; Shaw Middle school.
TRANSFERS:	None

YEAR 1 SUMMARY * 1980

DATA:	October 1978 Enrollment
DECISIONS:	To be taken December 1980
IMPLEMENTATION:	Closings to be effective June 1980 New construction and Recovery planning to begin January 1980 in preperation for construction start date June 1981. Repairs and renovations to begin June 1980.
SCOPE:	New Construction: None Recovery Program: Bates elementary and Lewenberg Middle. Renovation: Irving Middle, Lyndon elementary
CLOSINGS:	Barron, Cannon, Ripley elementary schools.

School Recovery Program

In the first year of implementation, the Barron school building should be adapted for use as district administrative offices, educational planning for the district, the Art Works program, and other support activities considered reasonable. In addition, planning should begin for the major renovation of the Bates elementary school and the Lewenberg Middle school. During this period, middle school enrollment levels should be kept as high as possible at the Irving and Shaw schools, so that construction may be carried out in the Lewenberg with the minimum disruption to students. With middle school enrollments projected to be only 1209 in 1981-82, the Lewenberg could be held vacant for the year for a quick, major renovation without overcrowding the remaining two schools.

In order to renovate the Bates Elementary school, space will have to be found in the remaining elementary schools in the district for the students and staff, so that construction can begin in June 1981 and finish by September 1982.

Renovation and Repairs:

Renovation planning should begin in January 1980 for work on the Irving and Lyndon schools,although this will have to be scheduled , with priorities set on a city-wide basis.

Closings:

The Barron, Cannon, and Ripley schools are all recommended for closing in June 1980. Each of these schools has a very low enrollment, and will not overcrowd the remaining Base and Support schools to which children will be reassigned. See the following table.

Table 6

Elementary Schools in September 1980

	Assignment Capacity	10/78 Enrollment	Rooms
BASE			
Bates	334	265	14
Beethoven	332	238	15
Lee	832	574	48
Lyndon	272	148	11
Mattahunt	870	842	42
Sumner	652	451 *	30
Total Base	3292	2518	160

* (may be lowered with renovation)

SUPPORT			
Mozart	230	225	10
Philbrick	180	122	8
Kilmer	332	203	14
Morris	290	197	13
Total Support	1032	747	45
CLOSING			
Barron	208	83	9
Cannon	258	107	10
Ripley	222	161	10
Total Closing	688	351	29

Middle Schools in September 1980

BASE			
Irving	864	802	40
Lewenberg	746	501	35
Total Base	1610	1303	75
SUPPORT			
Shaw	576	457	30

SUMMARY

	Available Seats Base	Available Seats Total	Projected Enrollment October 1980	% Surplus
Elementary	3292	4324	2943	32%
Middle	1610	2186	1316	40%

YEAR 3 SUMMARY * 1982

DATA:	October 1981 Enrollment
DECISIONS:	To be taken in December 1981
IMPLEMENTATION:	Closings to be effective June 1982 Renovation to begin June 1982, complete by Sept 1983
SCOPE:	School Recovery Program: Sumner Elementary Renovation: Lyndon Elementary
CLOSINGS:	Philbrick, Mozart Elementary Schools, Shaw Middle

School Recovery Program

As part of the recovery program, the Sumner school should be substantially renovated during this planning period. Preparatory planning should begin in September 1980, and an architectural study should begin by June 1981 at the latest, for a June 1982 construction start date. The students and staff from the Sumner should be temporarily relocated in the Philbrick and Mozart buildings during the construction period. This would allow a significant number of the students to continue to walk to their elementary school, although the program would have to be divided into two groups.

Renovation

Planning of renovations to the Lyndon should begin in the fall of 1981 for construction to take place during the summer months of 1982. If it is determined necessary to vacate the building for an entire year, then the renovation should be scheduled for the 1982-83 school year, and the Shaw building used for this purpose, or the renovation postponed so that the Morris building could be used. This work will have to be scheduled in light of city wide committments for funds.

Closings

Both the Philbrick and Mozart Schools should be closed if the District 3 elementary enrollment in below the projected level of 2786 students assigned in October. If the actual assigned enrollment is slightly higher, then only one of the schools should be closed (the Philbrick), and the other should be reconsidered in 1983.

Table 7

Elementary Schools in September 1982

BASE	Assignment Capacity	10/78 Enrollment	Rooms
As shown on previous table			
Total Base	3292 *	2513	160
SUPPORT			
Kilmer	332	203	14
Morris	290	197	13
Total Support	622	400	27
CLOSE (and temporary use in place of Sumner for 1982/83			
Mozart	230	225	10
Philbrick	180	122	8
Total Close	410	347	18

Middle Schools in September 1982

BASE			
Same as 1980			
Total Base	1610 *	1303	75
CLOSE			
Shaw	576	457	30

SUMMARY

	Available Seats Base	Total	Projected Enrollment October 1982	% Surplus
Elementary	3292	3914	2633	32%
Middle	1610	1610	1133	29%

* (may be lower because of renovations)

YEAR 5 SUMMARY * 1984

DATA:	October 1983 Enrollment
DECISIONS:	To be taken by December 1983
IMPLEMENTATION:	Closings to occur June 1984 Renovations to occur beginning June 1984, as necessary.
SCOPE:	Recovery Program: Finished (unless Lyndon is postponed) Renovation: Beethoven
CLOSINGS:	Kilmer and Morris Elementary Schools

Renovations

Renovation of the Beethoven, and possibly the Lyndon should ocurr during this planning period. If necessary to empty either or both schools during the construction, the recently closed Kilmer or Morris schools should be used. This decision should be made in the Fall of 1983, so that adequate planning and design time is made available for a construction start date of June 1984.

Closings

The Kilmer and Morris schools should both be closed if enrollments decline at the rate projected, or more. If enrollment levels in October 1983 are higher than the projected level of 2552 elementary students (including kindergarten) then one or both of the schools should remain open and be redesignated as a Base school.

Table 6

Elementary Schools in September 1984

BASE	Assignment Capacity	10/78 Enrollment	Rooms
As shown in 1980			
Total Base	3292	2513	160
SUPPORT			
none			
CLOSE			
Kilmer	332	203	14
Morris	290	197	13
Total Close	410	347	27

Middle Schools in September 1984

BASE			
as shown in 1982			
	1610	1303	75

SUMMARY

	Available Seats Base	Total	Projected Enrollment October 1983	% Surplus
Elementary	3292	3292 *	2552	22%
Middle	1610	1610 *	1045	35%

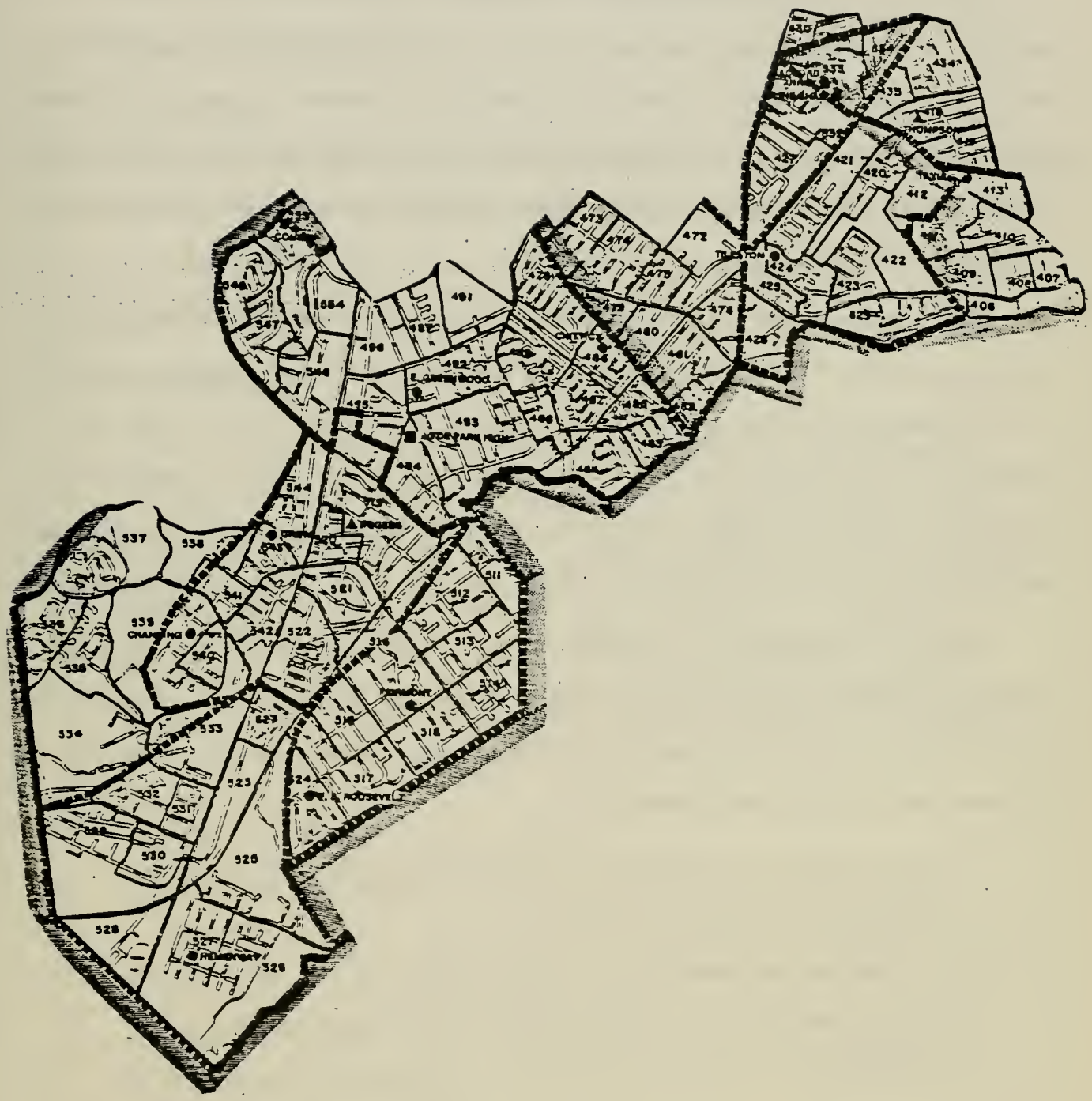
* (will be lower due to renovations)

VII. Comparison to District Recommendations

The District Planning Group considered only the Elementary School closings required in the first planning period, beginning June 1980. Because of the difference between long and short term outlooks, as well as city-wide versus district wide outlooks, there are some subtle differences between the District Planning Group recommendations and these recommendations, but it should be emphasized that the recommendations of this UFP draft draw heavily on both District Planning Group recommendations and concerns.

The unanimous recommendation of the DPG was that the Cannon School be closed in June 1980. This recommendation has been followed. The planning group then recommended that various pairs of the following 6 schools be closed in 1980: Morris, Philbrick, Ripley, Mozart, Lyndon, and Barron. Because of the need to close 7 elementary schools over the 6 year period, including 5 of the above recommended schools, the order and pairing of the DGP proposals has been changed slightly. Because of the difficulty in using the Lyndon for alternative purposes, it has been recommended to be a base school. The order of the 6 closings, following the Cannon, is intended to avoid the concentration of the many necessary closings in a particular geographic area in any particular year, and also to be able to use the recommended closed schools to temporarily hold students from other schools involved in the School Recovery Program or major renovation.

For these reasons in addition to those mentioned in the text of this district plan, the Cannon, Barron, and Ripley have been proposed for 1980 closing, the Mozart and Philbrick for 1982, and the Kilmer and Morris for 1984. It should be further emphasized, that by this plan the fewest students will be inconvenienced in their education OVER THE ENTIRE PLANNING PERIOD.



Community District 4

I. Introduction & Summary of Recommendations

A. Major Problems and Issues

District 4, which includes areas of Hyde Park and Mattapan, will see a decline in enrollment over the next 5 years to 75% of its current level. The majority of this decline will be in the middle and elementary levels. The high school enrollment will be relatively constant until 1982/83 when it will begin to decline as the decreased elementary and middle school population progresses through the system.

Many neighborhoods in this district were developed in the thirties, much later than most of Boston. Schools there are correspondingly younger - 8 out of 11 elementary schools were built after 1930, and 5 since 1952. This is particularly the case in the Hyde Park area of the district which contains all the schools built since 1952. Hyde Park is predominantly inhabited by a White population and it contributes only 40% of the K-12 public school enrollment.

The plan for District 4 attempts to address this imbalance through a program of new construction, school renewal, renovation and closings. In addition to those listed in the general introduction to this document, the plan is based upon the following premises:

1. to increase the proportional capacity and quality of schools in the Mattapan area of District 4;
2. to improve the condition of middle schools by the construction of the new facility to replace both the Thompson and Rogers;
3. to maintain, as well as possible, the geographic coverage of the district;
4. to maintain for long term use the best physical facilities available.

Additionally, the plan for the District must address the future re-use

potential of schools to be closed. Re-use alternatives must be explored and assessed prior to closing the building as a school in an effort to avoid abandonment which creates a potential hazard for the neighborhood.

B. Summary of Recommendations

1. High School

Hyde Park High School, the only high school in the district, is projected to be needed for at least a 10 year period, pending an outcome of the city-wide high school issue. Repairs and necessary improvements and modernization consistent with this life soon are recommended.

2.. Middle Schools

District 4 needs a new middle school to replace both the Rogers and Thompson buildings. This school should be centrally located in the district. The new middle school is recommended to have a capacity of between 800 and 900 to accommodate the projected long range enrollment. Both of the current schools will be required until the new school is built. There after, one of the two schools will be needed until approximately 1988.

3. Elementary Schools

At the elementary school level, District 4 will need to close only 3 schools over the next 8 years. It is recommended that these closings be accompanied by a school renewal program to substantially renovate the Shaw and Taylor. The following table presents the recommended Base, Support, and closings:

Base	Support (with projected closing date)	Recommended for closing June 1980
Chittick	Bradford Annex (1982)	Conley
Fairmount	Channing (1984)	
Greenwood		
Grew		
Hemenway		
Roosevelt		
Shaw (R)		
Taylor (R)		

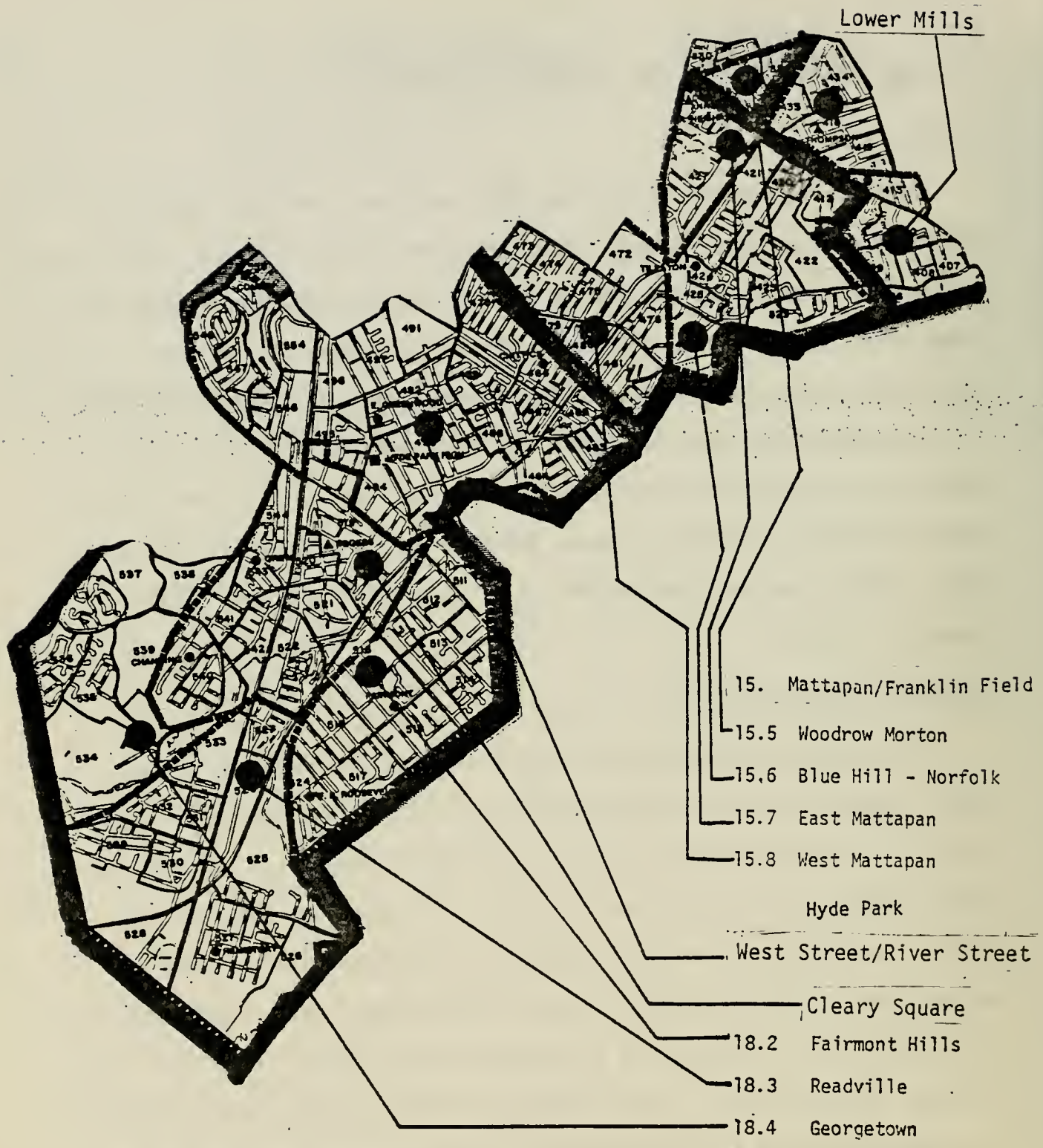
II. Existing Conditions

Neighborhoods

District 4 is composed of three major sections: Mattapan, Hyde Park, and the border area in between. Mattapan is predominately Black; Hyde Park predominantly White; and the area in between near West and River Streets, a mixed racial/ethnic area. Housing turnover in this area has been much higher than in surrounding areas. Parts of Mattapan, including the Codman Hill, Woodrow-Morton and Lower Mills sub-neighborhoods, exhibit a fair amount of vacant buildings and industrial disinvestment. Hyde Park contains three relatively isolated sub-areas: Readville, Fairmount Hills, and Georgetown. These areas are interspersed with new, old and sometimes closed, light industrial plants.

Current Enrollment Patterns

The Mattapan section, which houses 3 elementary schools and a middle school, contributes approximately 60% of the District 4 enrollment. (See table 2 .) These 4 schools were all constructed before 1940 and need substantial repair, maintenance and renovation. In addition, there are at least 3 schools which have been closed: the Tiletson, which has been converted into a city-wide special schools; the Bradford, which stands desolate and vandalized in the middle of a residential area, and the Wolcott, which has been converted into a local commercial center. The remainder of District 4, approximately two thirds of the land area, contributes only 40% of the total enrollment yet contains 8 elementary schools (65% of total seat capacity), the Hyde Park High School and the Rogers Middle School. Among the 8 elementary schools located here are 5 of the recent constructed schools and three which were built around 1930. By and large, the older schools but was built with small classrooms are brick buildings suitable for conversion and re-use.



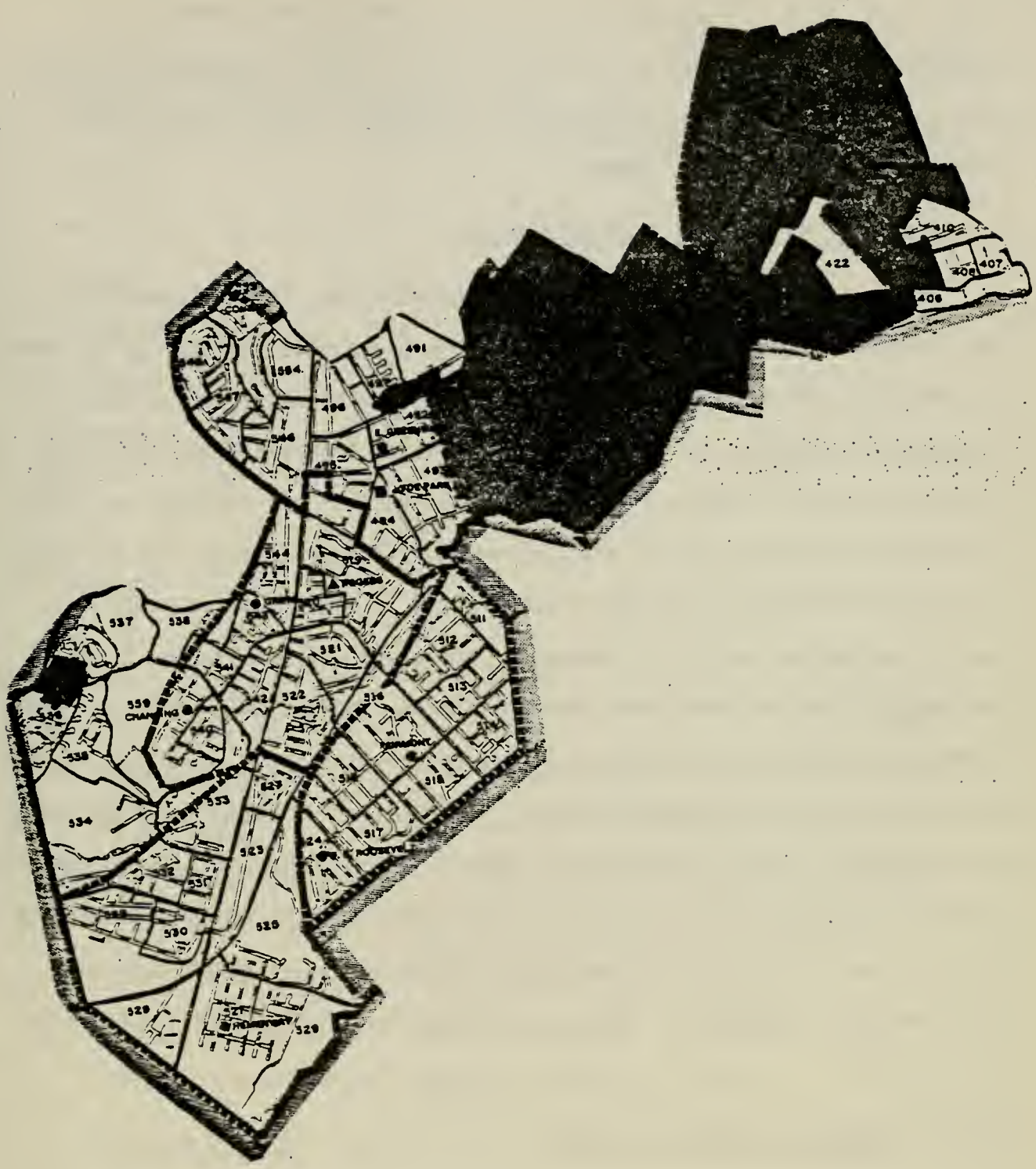
DISTRICT 4 BRA Planning Areas

MAP I.

UFP 1979

Planning District Boundaries

Planning Sub-areas



DISTRICT 4
UFP 1979

Map 2

Predominant Racial/Ethnic Character of Public School enrollment in each geocode, October 1978.

Black

Other

White

Alternatively, schools built in the 1950's have larger classrooms and better facilities, but are not as adaptable for other uses. Most have exterior cladding of pastel colored enamel.

C. Enrollment Projections: Uncertainties

Uncertainties in District 4 are more general than in other districts. The several public housing projects are largely occupied and thus do not offer the potential for increased enrollment. Along the Neponset River, there is a substantial quantity of unused light industrial land and vacant buildings which are likely to remain in its current situation. If, however, new industries move into the area, new families would be likely to move into the area or into the neighboring suburban towns. There is also substantial vacant land in Georgetown, which, if developed, could add new families to the area. The Northern area of Hyde Park, near Roslindale, shows considerable new apartment construction including a recent conversion of the old Sacred Heart parochial school into elderly housing. It would not be likely that this area would produce a greater number of children. On the other hand, if the housing turnover in West Mattapan continues, with larger minority families continuing to buy property, then an increase in enrollment levels above projections could result. Additionally, there are several parochial elementary schools in District 4.

Special Programs and Administration

1. Bilingual Education: The only Bilingual program in the district is a kindergarten program occupying one room at the Shaw School.
2. Special Needs: In 1978/79 there were 180 Substantially Separate and 632 mainstream special needs children attending District 4 schools. Of the Substantially Separate children, 64 were enrolled in the Hyde Park High, 36 were in middle schools, with the rest

distributed among elementary schools as follows:

Substantially Separate Programs School	Students	Spaces Allocated	Surplus
Bradford	14	-	(14)
Channing	3	16	13
Conley	4	16	12
Fairmount	13	24	11
Greenwood	12	24	12
Roosevelt	16	16	--
Shaw	6	8	2
Taylor	16	16	--
Chittick	--	8	8
Grew	--	8	8
TOTAL	84	136	52 (6 rooms)

3. Magnet Schools: There are no magnet schools located in District 4.

4. Advanced Work: In 1978 there were 116 advanced work students attending District 4 schools. 84% of those (50 Black, 33 White and 1 Oriental) were assigned to the Taylor Elementary School, the other 32 were assigned to the Thompson Middle School.

5. Barrier Free Schools: Currently no schools in District 4 offer Barrier Free access to physically handicapped persons.

6. District Offices: District 4 offices are currently located at the Greenwood School, where there is not adequate space available. This plan recommends that these offices be moved to the Tileston School, which is centrally located in the district.

7. Past Closings: 4 schools have been closed in District 4 since 1969.

Enrollment Patterns 1978·79

Neighborhood	School	Assignment Capacity	Assigned Enrollment	Surplus	% Surplus
Mattapan	Bradford Annex	300	262	38	
	Shaw, P.A.	484	311	173	
	Taylor	688	650	38	
	Tileston	(closed as an elementary school)			
	Total	1472 (35%)	1223 (37%)	249 (27%)	
Hyde Park (North)	Chittick	446	374	72	
	Greenwood	514	452	62	
	Conley	300	116	184	
	Total	1260 (30%)	942 (29%)	318 (34%)	
Hyde Park (South)	Grew	316	244	72	
	Channing	350	278	72	
	Fairmount	384	228	156	
	Roosevelt	246	216	30	
	Hemenway	180	138	42	
	Total	1476 (35%)	1104 (34%)	372 (40%)	
District Total		4208	3269	939	

Table 1

Enrollment and Capacity in Planning Neighborhoods District 4

1978-79

	Neighborhood			
	Hyde Park	Mattapan		
Public Enrollment	3675 (44%)	4676 (56%)		
District Enr. (est.)	2387 (40%)	3520 (60%)		
Elementary				
Middle				
High				
Elementary Schools	8	3		
Rooms	118 (63%)	68 (37%)		
Seats	2736 (65%)	1472 (35%)		
Enrollment	2046 (63%)	1223 (37%)		
Middle Schools	1	1		
Rooms	37 (60%)	25 (40%)		
Seats	864 (59%)	598 (41%)		
Enrollment	870 (57%)	656 (43%)		
High Schools	1	0		
Rooms	47 (100%)	0		
Seats	1104 (100%)	0		
Enrollment	1126 (100%)	0		
Total Schools	10	4		
Rooms	202 (68%)	93 (32%)		
Seats	4704 (69%)	2070 (31%)		
Enrollment	4042 (68%)	1879 (32%)		

Table 2

III. Planning Targets: Enrollment Projections

The projected enrollment and corresponding room demands are presented in Table 3. These describe a situation whereby in 1983 one middle school, one high school, and eight elementary schools will be needed. The high school enrollment projections are most subject to fluctuation because half the total grade 9-12 population in the district is enrolled in magnet schools (many of those attend the Latin Academy or school). At the elementary, little variation is likely, since only 313 (and 84 kindergarten children) attend magnet schools, compared with 3296 students attending district elementary schools.

Planning Targets: Enrollment Projections

Enrollment Projections

October Assigned Enrollment

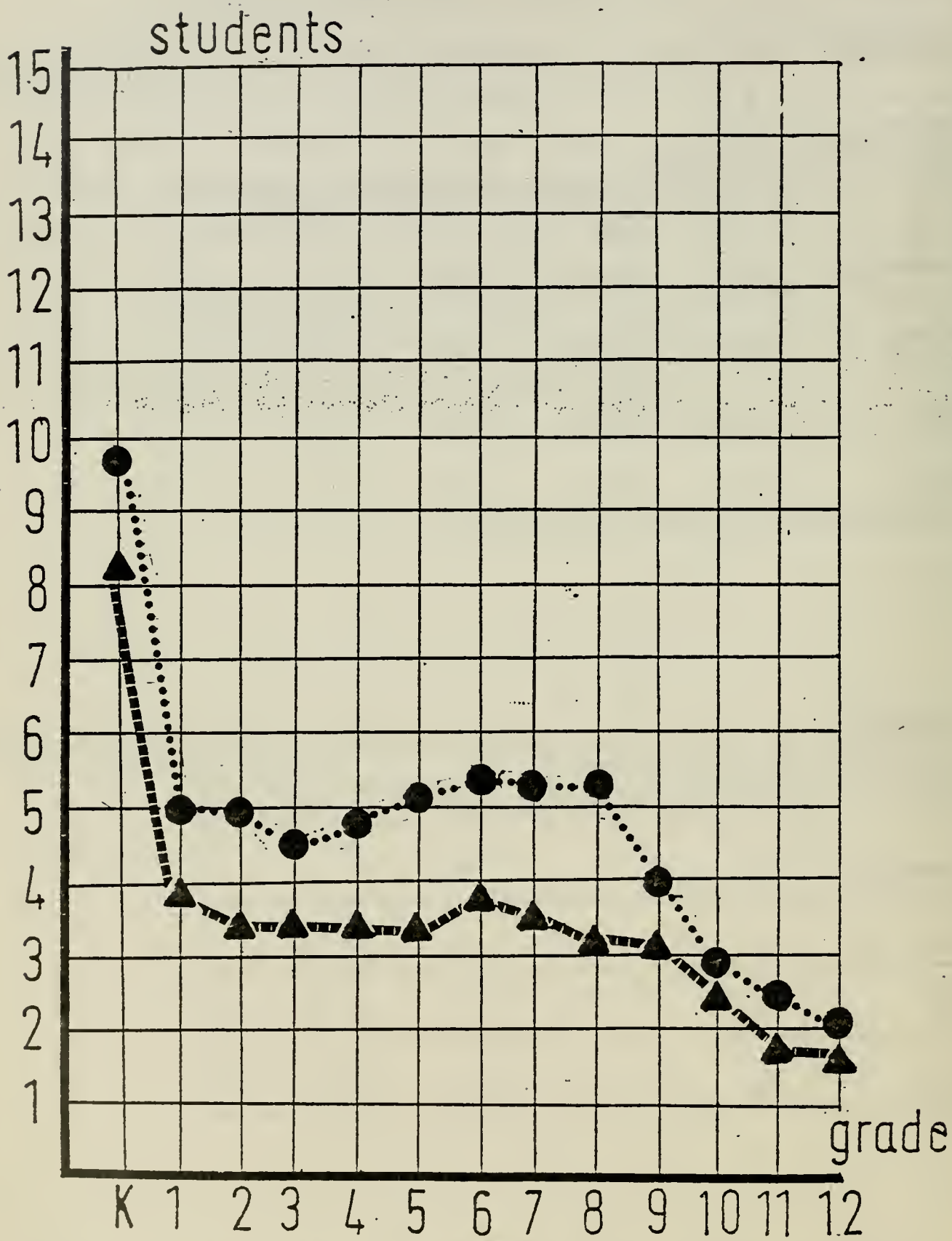
Level	1978-79 *	1981-82	1983-84	1988-89
Elementary	3296	2786	2552	---
Middle	1533	1209	1045	775
High	1118	1050	916	615
Totals	5947	5047	4511	---

* Actual Assigned Enrollment, October 1978

Room Demands

Rooms required, at each level, to accomodate projected assigned enrollment, including assignments to all special programs.

Level	Rooms Available 3/1979	1983-84	1988-89
Elementary	185	134	--
Middle	62	49	36
High	47	44	30
Totals	294	227	---



Comparative Enrollment by Grade
District Four

Numbers in hundreds of students
*Based on October 1978 Dept. of Implementation figures.
**Based on Harbridge House projections of July 1979.

1978 Enrollment by Grade*

1983 Enrollment by Grade**

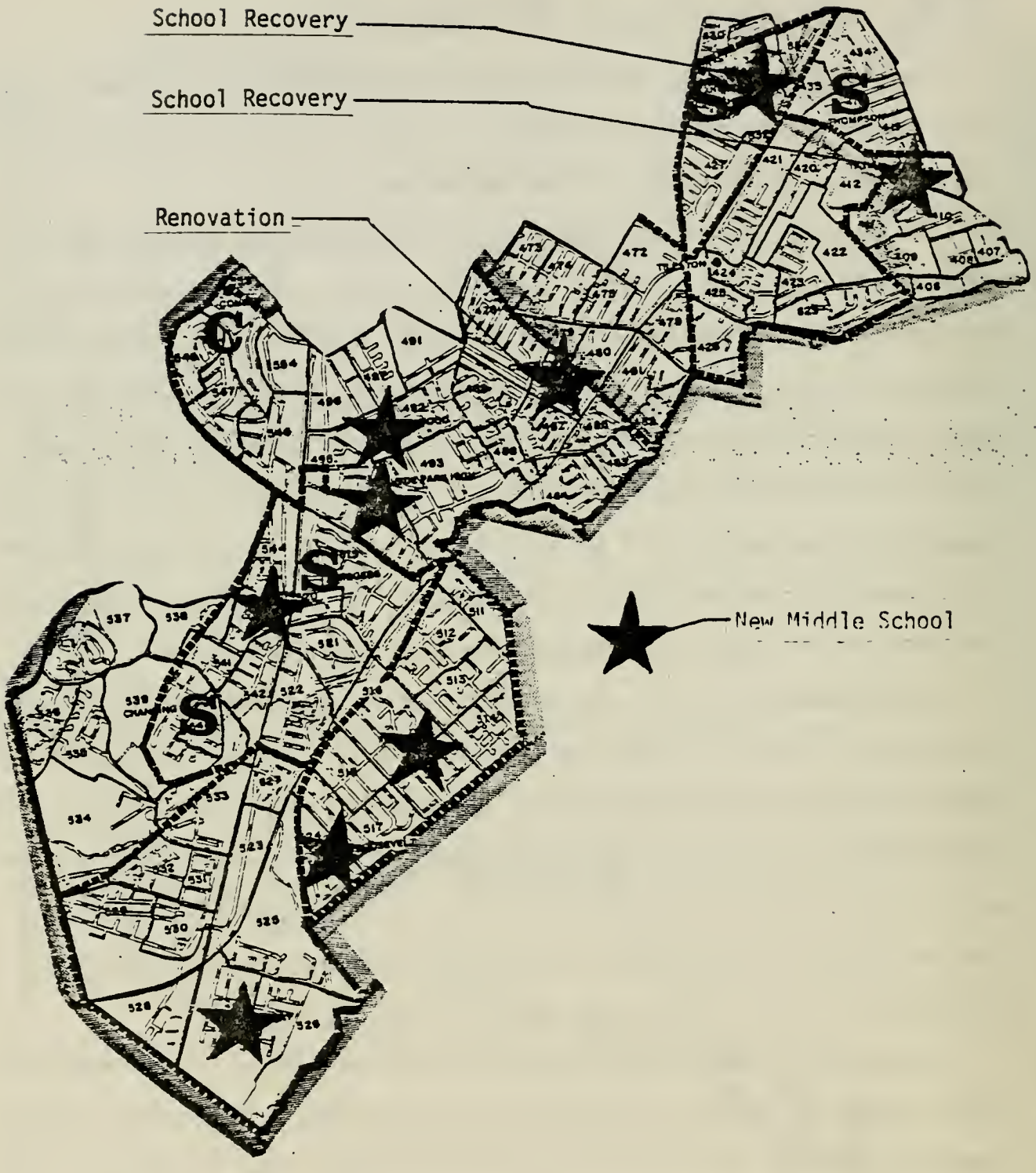
IV. Planning Strategy

The planning strategy for District IV is confronted with a number of difficult problems at the middle and elementary levels. Hyde Park High, while not new, should be maintained for at least a ten year life.

The District needs a new middle school, as neither the Thompson nor the Rogers can be renovated either to provide the quality of middle school facilities which should be available within the district or in a cost effective manner. A search should begin immediately for an appropriate site which should be centrally located within the district. During the interim period before a new facility will be available, both the Rogers and Thompson should be maintained. Assuming the new facility will be available by 1983-84, it should be programmed for a capacity of between 800 and 900 students. In the meantime, alternative uses for both the Rogers and Thompson should be investigated.

At the elementary level, the Mattapan section has experienced significantly more school closings than Hyde Park. This has been, in part, caused by the older age of facilities located there. Both the Shaw and Taylor are good facilities which should be retained for long term use. Both should become the target for major school renewal starting first the Shaw followed by the Taylor. Both are lacking in small instructional spaces and student ancillary spaces. See school-by-school analysis for details.

The Bradford Annex, located adjacent to the Shaw School, is recommended for closing after the Taylor and Shaw schools are renovated. It could be reused for commercial purposes or its sites used for recreational space in conjunction with the Shaw. The school is small with only 12 small, full sized classrooms. Although this area has had a considerable number of previous closings, the Bradford Annex facility is not an adequate contribution to the district facilities inventory, especially as compared with the quality of facilities existent in District IV.



DISTRICT 4
UFP 1979

Map 3: Recommendations

★ Base

S Support

C 1980 Closing

The Channing School is recommended to be designated as the second support school, with a probably closing date of 1984. This will allow adequate planning time for moving the program and finding a suitable developer for re-use of the building. It would be well-suited for housing. The Channing requires a substantial investment. Most classrooms are smaller than 800 square feet. On average, these rooms are smaller than the rooms in the Bradford Annex.

The dilemma in designating the pattern of Base elementary schools to be recommended for long term use is that the best facilities are scattered throughout Hyde Park. This situation cannot be remedied by limiting closings to Hyde Park, as the area would still contain excess school capacity compared with its enrollment contribution. For this reason, it is recommended to close by 1984 the Channing, Copley and Bradford Annex. The Conley is recommended for closing in June 1980. It ranks second highest in terms of investment per student place and is located in an area which is isolated from most of District IV. With the desegregation of all schools and renewal of the Shaw and Taylor, at least access to good quality schools will be equally available to all students. The Base schools selected are generally easily accessible by mass transit and, with the exception of the Hemenway, not isolated in difficult to find residential areas.

In addition, the Tileston School was closed in 1978/79 for school purposes, in District IV. The school will continue to be re-used as a city-wide special school and the District IV offices are recommended to be located here.

Enrollment and Capacity in Planning Neighborhoods

District 4

1983-84

	Neighborhood			
	Hyde Park	Mattapan	(not determined)	
Public Enrollment	3675 (44%)	4676 (56%)		
District Enr. (est.)	2387 (40%)	3520 (60%)		
Elementary				
Middle				
High				
Elementary Schools	6	2		
Rooms 140	90 (64%)	50 (36%)		
Seats 3258	2086 (64%)	1172 (36%)		
Enrollment				
Middle Schools	0	0	1	
Rooms *	0	0	...	
Seats 900	0	0	900 (100%)	
Enrollment				
High Schools	1	0		
Rooms 47	47 (100%)	0		
Seats 1104	1104 (100%)	0		
Enrollment				
Total Schools	7	2		
Rooms	137	50		
Seats 5262	3190 (61%)	1172 (22%)	900 (17%)	
Enrollment				

*number of rooms in replacement middle school not determined.

Table 5

V. School by School Analysis

Hyde Park High School

Neighborhood and Enrollment: Built is 1929, Hyde Park High had an enrollment of 1,104 students in 1978/79 and was in compliance with desegregation ratios. It is the only high school in District IV and is located close to the geographic center of the district.

Facility Condition: The building, which will be required for use at least for a ten-year period, needs major capital improvements to heating, plumbing, and electrical systems, as well as window replacement and other spatial modernization.

Rogers Middle School (Support)

Neighborhood and Enrollment: The Rogers Middle School, located near Cleary Square, was assigned 879 students last year, 6 more than its capacity. The Rogers was not in compliance with desegregation ratios due to too low a percentage of Other Minority students which was marginally less than the district-wide percent. Forty-four percent of its students required transportation.

Facility Condition: The Rogers School, built in three stages--1902, 1924, and 1932, needs a renovation in an amount that would not be cost effective in providing for the long term provision of middle school facilities in the District. It should be replaced as soon as possible by a new middle school which is centrally located in the first district.

Thompson Middle School (Support)

Neighborhood and Enrollment: The Thompson Middle School, with a capacity of 598 students was assigned 656 students in 1978/79. Located in the densely populated Codman Hill sub-areas, only 32% of its students required transportation. These included 100 of its 491 Black students and 90 of its 124 White

students. The enrollment was not in compliance with desegregation ratios for any of the racial/ethnic groups.

Facility Condition: The Thompson, like the Rogers, is an old building needing substantial renovation. It should be repaired for a five-year life, at which time the construction of a new middle school and the decline in middle school enrollment will enable the facility to be closed.

ELEMENTARY SCHOOLS: BASE

Chittick

Neighborhood and Enrollment: The Chittick School, located in the West Street/River Street sub-area new West Mattapan, was built in 1931 with a subsequent addition. With a capacity of 446, it had 374 students assigned in 1978/79. It was not in compliance with desegregation ratios as 89% of its enrollment were Black students. Few (6%) of its students required transporation. The Chittick is located in an area which has undergone a substantial amount of racial change in the past several years, thus accounting for its increased Black enrollment.

Facility Condition: The building, essentially a sound, red brick school is located in an area of mixed racial/ethnic groups. It should be retained as a base school and renovated as necessary.

Fairmount

Neighborhood and Enrollment: The Fairmount School, built in 1953 in Fairmount Hills near the Truman Highway, was assigned only 228 students last year. Its capacity is 384. It was not in compliance with desegregation ratios as it had too low a percentage of Other Minority students. Of the 109 students who were transported, 103 were Black.

Facility Condition: The facility, one of the newer buildings in the district, has large classrooms averaging 900 square feet each and is amply provided with support spaces although it has no small instructional spaces. The building is not in particularly good condition on the outside. It needs little capital improvement and should be retained as a Base school.

Greenwood

Neighborhood and Enrollment: The Greenwood School, located in the middle of the West Street/River Street sub-area of Hyde Park, had 452 students assigned last year. This was slightly less than its capacity of 514. It was in compliance with desegregation regulations although 60% of its 225 Black students were transported.

Facility Condition: The Greenwood, a 23 room school, has generally large classrooms but inadequate support spaces. The 1957 building is in relatively good condition but requires modernization of heating and lighting systems. These improvements should be scheduled for the post 1983-84 time period.

Grew

Neighborhood and Enrollment: Located new Cleary Square, the Grew School has a capacity of 316 seats although only 244 students were assigned in 1978/79. Its enrollment was in compliance with desegregation guidelines. Fifty-four percent of its students were transported including all but one of its 112 Black students and 15 of the White students.

Facility Condition: The school was built in 1957 and added to in 1964. Although all classrooms are large and average 900 square feet each, the school is lacking in support space areas as compared with other schools in the district. In addition, there is a shortage of small instructional spaces. Despite the recent date of construction, the school needs substantial expenditures to modern-

ize heating, lighting, roofing, flooring and the school yard. These improvements should be scheduled in the first five years.

Hemenway

Neighborhood and Enrollment: The Hemenway is a small school located in the isolated area of Readville which is at the Southern extremity of the City of Boston and District IV. The school has a capacity of 180 students and only 138 students assigned in 1978/79. Of these, 43 were kindergarten students and the rest were grades 1-5. The school was not in compliance with desegregation ratios only because of the low percentage of Other Minority students. Ninety-one students were transported including all the Black students and several White students.

Facility Condition: Built in 1952, the Hemenway is a small, six-room, one floor school which is in good condition. It is situated next to a good sized play yard and near a city park. The school needs a small amount of improvements to its roof and lighting system. Although small, the amount would seem large on a per student place basis. The school should be considered a Base school and this work programmed as necessary.

F. D. Roosevelt

Neighborhood and Enrollment: The Roosevelt School is located in Fairmount Hills and is a short distance from the Fairmount. It has a capacity of 246 students. In 1978/79, 216 students were assigned with racial/ethnic ratios such that the school was in compliance with desegregation guidelines. Most of all of the 123 Black students attending were transported. Few of the White students were transported. Almost half of the assigned students were in the kindergarten program.

Facility Condition: Built in 1957, the building is in relatively good repair on the inside, but the exterior is in need of maintenance. The classrooms at the school are on the average larger than 900 square feet and adequate support space is available. It should be designated as a Base school and the necessary repairs programmed over the ten-year period.

Shaw

Neighborhood and Enrollment: Located on Morton Street in the Woodrow-Morton area, the Pauline A. Shaw School had 311 assigned students of whom 79% were Black. The school was not in compliance with desegregation ratios. Most of the 55 White students were transported, while the 206 Black students walked.

Facility Condition: The building is a solid brick structure which was built is 1919 and 1920. It is in need of modernization to the electrical system, roof, and floors. In addition, the spatial layout of the building should be completely renovated. As this work is going on, the Bradford Annex should be used to house kindergarten and first grade programs for the Shaw. Both play yards should be connected during this period. The Shaw should be scheduled as part of the school renewal plan.

Taylor

Neighborhood and Enrollment: Located in Lower Mills just south on Morton Street from the Shaw, the Taylor School currently houses 650 students. Sixty-eight percent of these students are Black and 272 of these students walk. The school is not in compliance with desegregation ratios. Half of its 192 White students are transported.

Facility Condition: Built in 1931, the Taylor School is a substantial brick building. It is in need of a major renovation over and above the capital improvements suggested. This school, because of its location, should be designated a Base school and targeted for renewal/renovation.

SUPPORT SCHOOLS

Bradford Annex

A few blocks from the closed Bradford and adjacent to the Shaw is the Bradford Annex. This is an old yellow brick building which has small classrooms. It is in need of substantial repair and renovation over and above what would be cost effective to provide for long term use of the school. It is an appropriate facility for use as a temporary annex for lower grades for the Shaw while the Shaw is being renovated. After this time, the Annex should be closed. The Annex should accept no more new first grade students as of 1980-81, so that the number of students who will need to be relocated may be minimized.

Channing

The Channing is a three-floor, brick schoolhouse located in an isolated area of the Cleary Square neighborhood. Currently, it is serving 278 students and not in compliance with desegregation ratios. The Channing School should be closed in 1984 assuming enrollment levels follow projections. A search should be begun immediately for a housing developer for the school building as it will be well suited to conversion to apartments.

SCHOOL RECOMMENDED FOR 1980-81 CLOSING

Conley

The Conley is a yellow and red striped brick building, constructed in 1932 on Poplar Street in southern Roslindale. The Conley would need a substantial investment if it were to be retained as a school. It is located, however, in one of the most isolated areas of the district. Forty-one percent of its 148 students were transported, including all but one Black student and a few White and Other Minority students. The Conley School has the lowest enrollment of any District IV school, except the Hemenway, and its closing would require a

minimum of disruption to existing students. The school should be closed in June 1980.

VI. Implementation

The following schedule of recommended actions and decisions is based upon the assumptions that adequate funding will be available for recommended construction and renovation, and that in the case of closings, decisions will be taken in December of 1979, 81, 83, and 85 for closings in June of the subsequent years. Priorities for investments are based upon the present conditions and levels of knowledge about each building. For the district as a whole, recommendations are as follows:

NEW CONSTRUCTION:	Replacement Middle School
SCHOOL RECOVERY PROGRAM:	Shaw and Taylor Elementary Schools
RENOVATION:	Chittick
REPAIR:	Fairmount, Roosevelt, Grew, Greenwood
CLOSINGS:	Conley, Channing, Bradford Annex Elementary Schools; Rogers, Thompson Middle Schools.
TRANSFERS:	District Offices Move to Tileston Building

YEAR 1 SUMMARY - 1980

DATA:	October 1978 Enrollment
DECISIONS:	To be taken December 1979
IMPLEMENTATION:	Closings to be effective June 1980. New construction and recovery planning to begin January 1980 in preparation for construction start date June 1981. Repairs and renovations to begin June 1980.
SCOPE:	New Construction: Replacement Middle School School Recovery Program: Shaw Elementary Renovations: Chittick
CLOSINGS:	Conley Elementary

New Construction

Planning should commence in January 1980 for the new District IV middle school. Concurrently, an educational space program should be developed and a search should be conducted for an appropriate site for the location of the single district middle school. When both the program and site have been identified, architectual design may begin, with a target construction date set approximately one year later. The new school will probably not be ready for occupancy until the 1983-84 school year.

School Recovery Program

Planning should commence in January 1980 for the substantial renovation of the Shaw Elementary School. An educational program statement should be achieved by June so that architectual and engineering studies can be completed in time for a June 1981 construction start date. No new enrollments should be accepted at the Bradford Annex, and the kindergarten programs temporarily reassigned, so that Shaw students in the elementary program may temporarily use the Bradford Annex. When the renovation of the Shaw is complete, probably in September 1982, the Bradford Annex should be closed, and its site used as recreation space for the Shaw.

Renovations

In keeping with city-wide investment priorities, planning for the renovation of the Chittick School should begin. If possible, construction activities should occur over the summer of 1981.

Closings

It is recommended that the Conley School should be closed in June 1980.

TABLE 6

Elementary Schools in September 1980

	Assignment Capacity	10/78 Enrollment	Rooms
BASE			
Chittick	446	374	18
Fairmount	389	228	16
Greenwood	514	452	23
Grew	316	244	12
Roosevelt	246	216	14
Shaw	484	311	20
Taylor	688	650	30
Hemenway	180	138	7
Total Base	3263	2613	140
SUPPORT			
Bradford Annex	300	262	18
Channing	350	278	15
Total Support	650	540	33
CLOSE			
Conley	300	116	13

Middle Schools In September 1980

SUPPORT			
Rogers	864	870	37
Thompson	598	656	25
Total Support	1462	1526	62

Summary

	Available Seats Base	Available Seats Total	Projected Enrollment October 1980	% Surplus
Elementary	3263	3913	2943	24%
Middle	--	1462	1316	10%

YEAR 3 SUMMARY - 1982

DATA:	October 1981 Enrollment
DECISIONS:	To be taken December 1981
IMPLEMENTATION:	Closing to be effective June 1982. Construction to begin June 1983. Planning for construction to begin January 1982.
SCOPE:	New Construction: None School Recovery Program: Taylor Elementary Renovations: As required--Grew, Roosevelt
CLOSINGS:	Bradford Annex (elementary) (June 1982) Taylor Middle (June 1983

School Renewal Program

Preparatory planning for the complete renovation of the Taylor Elementary School should begin in January 1982. An educational plan should be developed, architectual design should commence at the latest June 1982 for an anticipated construction start date of June 1983. Students will require relocation for a one year period, and could be accomodated in the Thompson Middle School, assuming that the new middle school is completed by September 1983. See "Closings."

Renovations

Minor renovations should be scheduled for the Grew and Roosevelt, as city-wide priorities permit.

Closings

The Bradford Annex is recommended for closing immediately following completion of the renovation of the Shaw.

The Thompson Middle School is recommended to be closed when the new District IV middle school is opened. A reasonable estimate is that the new school will be available in September 1983, enabling the Thompson to be used to temporarily accomodate the Taylor program during renovation of that building.

TABLE 7

Elementary Schools in September 1982

	Assignment Capacity	10/78 Enrollment	Rooms
BASE			
As shown in 1980			
Total Base	3263	2613	140
SUPPORT			
Channing	350	278	15
CLOSE			
Bradford Annex	300	262	18

Middle Schools in September 1982

SUPPORT			
As shown in 1980			
Total Support	1462	1526	62

Summary

	Available Seats Base	Total	Projected Enrollment October 1982	% Surplus
Elementary	3263	3613	2633	27%
Middle	--	1462	1133	22%

YEAR 5 SUMMARY - 1984

DATA:	October 1983 Enrollment
DECISIONS:	To be taken by December 1983
IMPLEMENTATION:	Elementary closings to occur June 1984, Middle schools depending upon enrollment levels.
SCOPE:	Recovery Program: Finished Renovations: As necessary
CLOSINGS:	Channing Elementary (June 1984) Rogers Middle (1985 or 1986)

Renovations

Renovations should be scheduled as necessary to the Fairmount and Greenwood schools in keeping with city-wide priorities.

Closings

If elementary assigned enrollments are below 2800 students in October of 1983, then a decision is recommended to be taken that the Channing School be closed in June 1984. If actual enrollments are above that level, then consideration should be given to the redesignation of that school as a Base school.

The Rogers Middle School should be recommended for closing when the middle school enrollment in District IV declines below 800 students, or the number of students that could reasonably be expected to attend the new middle school.

TABLE 0

Elementary Schools in September 1984

	Assignment Capacity	10/78 Enrollment	Rooms
BASE			
As shown in 1980 Total Base	3263	2613	140
CLOSE			
Channing	350	278	15

Middle Schools in September 1984

BASE			
Replacement	900		
SUPPORT			
Rogers	864	870	33

Summary

	Available Seats Base	Available Seats Total	Projected Enrollment October 1983	% Surplus
Elementary	3263	3263	2552	22%
Middle	900	1764	1045	40%
Middle (1988)	900	900	775	14%

VII. Comparison to District Recommendations

The District IV Planning Group recommended no closings in the district beyond the Tileston building and made no mention of middle and high schools. Consequently, these recommendations less completely addressed the Court's order relating to the Unified Facilities Plan. In addition, representatives of the Bradford Annex, Grew and Hemenway schools presented minority reports outlining reasons for their continued existence as schools. The Unified Facilities Plan recommendations presented above considered the effect of each groups' recommendations in addressing city-wide as well as district concerns. For these reasons and those described in the full text, recommendations differ concerning the Bradford Annex and middle schools.

Community District 5

I. Introduction & Summary of Recommendations

Major Problems and Issues

District 5 is the largest community district in the system, with a total 1978-79 enrollment of 6,458 elementary, 2918 middle and 2,065 high school students. While substantial reductions are necessary at the elementary level, the middle schools may remain overcrowed for another year.

Like other districts, the two high schools will be needed for several years, but their long term future depends on city-wide resolution of high school policy questions.

The designation of base and support schools and of schools to be closed took into account these considerations: the district's own recommendations; the location of the school in relation to neighborhood factors and to other schools; the school's assigned geocodes; the present utilization of the school, the programs currently operating, the school's physical condition; and what past disruptions students in the school have faced.

Summary of Recommendations

High Schools: 1978 assignment capacity = 2064
1978-79 enrollment = 2065
1983 projected enrollment= 1645
1988 projected enrollment= 1175

Burke, Dorchester

Middle Schools: 1978 assignment capacity = 2809
1988 projected seat demand = 1567

Base: Cleveland
Wilson
Base capacity = 2066 seats, 91 rooms

Support: Holmes (decision year, 1984)
Champlain (decision year, 1981)

Elementary Schools - 1978 Assignment Capacity = 7796

1983 Projected Seat Demand = 4711
Projected Seat Demand = 282

		Rooms	Assignment Capacity
Base:	Dickerman	18	438
	Everett	18	452
	Fifield	18	412
	S. Greenwood	30	684
	Holland	51	888
	Marshall	45	976
	Mather	37	732
	Murphy	38	722
	O'Hearn	10	238
	Stone	17	334
		282	5876

Support: Decision Year

	Decision Year	Rooms	Assignment Capacity
Endicott	1981	11	308
Motley	1981	12	258
Kenney	1983	17	350
Rochambeau	1985	17	378
		57	1294
Close:			
Brooks		16	380
Richards		9	238
		25	618

II. Existing Conditions

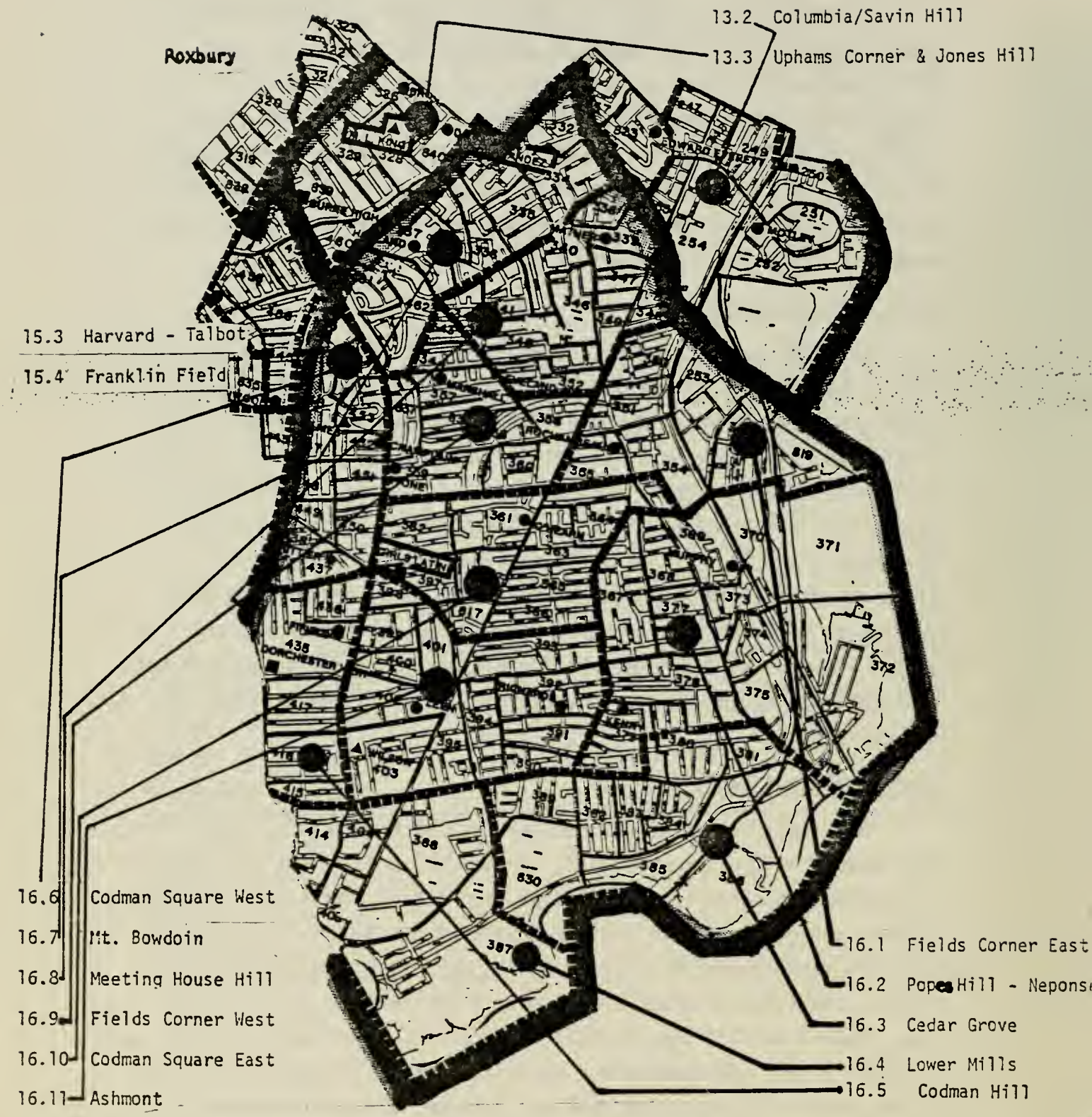
The racial breakdown of the district reveals a prodominantly minority population - 63.4% Black, 26.5% White, and 10.1% Other. Dorchester Avenue separates the district by race and density of housing and school population. The western portion of the district, especially the northwestern corner, has a much greater concentration of children than the eastern portion. The western and northwestern areas are predominantly minority residential areas as opposed to the predominantly white areas east of Dorchester Avenue.

Enrollment Uncertainties

The district is experiencing racial/ethnic change in several sub-areas: there is an increasing low-income population including many large families, in Meeting House Hill and Codman Square West. Gentrification is occurring in the middle part of the district -- Fields Corner East, Codman Square East and eastern Ashmont. The Hispanic population is increasing along the upper half of Dorchester Avenue (see Maps 1 and 2). It is likely that the western half of the district, especially the Meeting House Hill and Codman Square West sub-areas, will continue to see a large increase in minority and school age population; total enrollments will continue to decline but will decline unevenly across the district, with slower declines in the western half.

Distribution of Capacity

There is a larger number and greater concentration of schools in the western half of the district, serving the areas where the density of housing and school age population is greater. The base and support schools are designated to achieve a 1988-89 pattern in which schools are well distributed in relation to the density of school age population, and closings occur evenly over the district. As is evident from Table I and II, the provision of seats to enrollment is fairly well matched in most neighborhoods. Uphams Corner, and Fields Corner west of Dorchester Avenue have higher percentages of available seats than those areas have student population. The adjacent Franklin Field/ Roxbury geocodes, however, have fewer seats than students. Fields Corner east of Dorchester Avenue has about the same percentages of seats and students.



DISTRICT 5 BRA Planning Areas

MAP 1

UFP 1979

Planning District Boundaries

Planning Sub-areas

DISTRICT 5 UFP 1979

Map 2

Predominant Racial/Ethnic Character of Public School enrollment in each geocode, October 1978.

Black

Other

White

Enrollment Patterns 1978·79

Neighborhood	School	Assignment Capacity	Assigned Enrollment	Surplus	% Surplus
Uphams Corner	Brooks	380	203	177	47%
	Everett	452	321	131	29
	Motley	258	206	52	20
	Dickerman	438	266	172	39
	Total	1528	996	532	
Franklin Field	Greenwood	684	532	152	22
	Endicott	308	240	68	22
	Total	992	772	220	
Fields Corner (West of Dorchester Ave.)	Mather	732	628	104	
	Holland	888	829	59	
	Marshall	976	912	64	
	Stone	334	213	121	
	Fifield	412	386	26	
	O'Hearn	238	216	22	
	Total	3580	3184	374	
Fields Corner (East of Dorchester Ave)	Motley	258	206	52	
	Rochambeau	378	285	93	
	Murphy	722	684	38	
	Kenney	350	369	(19)	
	Richards	238	166	72	
	Total	1946	1710	236	
District Total		8046	6662	1362	

Table 1

Enrollment and Capacity in Planning Neighborhoods District 5

1978-79

	Neighborhood			
	Fields Corner 1 (west)	Fields Corner 2 (east)	Uphams Corner	Roxbury/ Franklin Fields
Public Enrollment	8741 (52%)	2157 (13%)	2214 (13%)	3551 (21%)
District Enr. (est.)	6406	1434	1622	2680
Elementary				
Middle				
High				
Elementary Schools	6	4	4	2
Rooms	176 (49%)	81 (22%)	64 (18%)	41 (11%)
Seats	3580 (46%)	1688 (22%)	1528 (20%)	992 (13%)
Enrollment	3186 (49%)	1504 (23%)	996 (15%)	772 (12%)
Middle Schools	4	0	0	0
Rooms	124 (100%)	0	0	0
Seats	2809 (100%)	0	0	0
Enrollment	2918 (100%)	0	0	0
High Schools	1	0	1	0
Rooms	50 (57%)	0	38 (43%)	0
Seats	1134 (55%)	0	930 (45%)	0
Enrollment	1073 (52%)	0	992 (48%)	0
Total Schools	11	4	5	2
Rooms	350 (61%)	81 (14%)	102 (18%)	41 (7%)
Seats	7523 (59%)	1688 (13%)	2458 (19%)	992 (8%)
Enrollment	7177 (63%)	1504 (13%)	1988 (17%)	772 (7%)

Table 2

Distribution of Surplus

Elementary schools in Uphams Corner and Franklin Field have the highest vacancy rates. Those in Fields Corner east of Dorchester Avenue also have substantial surplus seats. (See Table 1)

Barrier Free - 504 Compliance

Neither Burke nor Dorchester High is accessible to handicapped students at this time. At least one must be brought into compliance with 504 regulations. The problem is less severe at lower levels, where the Cleveland Middle School and some elementaries are already accessible to the handicapped.

Past Closings

Eight schools have been closed in District 5 in recent years, six of these have been west of Dorchester Avenue, in the predominantly minority sections of the district.

District Office

The district office is presently located in a former elementary school, the Leen, in the southeastern section of the district.

Special Programs

Bilingual Presently the Greenwood, Holland, Marshall, Murphy have a total of 22 bilingual classrooms.

Substantially Separate 13 of the 16 elementary schools have substaintially separate programs.

Advanced Work The Mather and Murphy, both base schools, provide 6 rooms for advanced work.

Extended Day Two base schools, the Fifield and Mather, provide 12 rooms for this program.

Magnet Schools District 5 has one magnet school at each level - Latin Academy, M.L. King Middle School and Hernandez elementary.

Other Educational Facilities There are many parochial schools in the district which have been attractive to white parents and students. Higher tuition costs, however, may reduce parochial school demand in the near future. Most of these schools are east of Dorchester Avenue.

III. Planning Targets: Enrollment Projections

District 5 enrollment declines follow much the same pattern as other districts, with slighly less rapid middle school decline and more rapid than usual high school decline. As is evident from Tables 3 & 4, the elementary enrollment declines 27% during the first five years. During the same period, middle school population drops by 24% and high school by 17%. Like most other districts, middle and high school enrollments drop rapidly during the second five years. District middle schools in 1988-89 are projected to enroll 29% fewer students than they held in 1983-84. High schools will lose 32% of their 1983-84 enrollment by 1988-89.

These enrollment declines are reflected in room demands as shown on Table 4. As is clear, the district will still need two middle schools by 1988-89, but will need only one high school.

IV. Planning Strategy

In order to meet reduction targets within the overall process, schools have been designated in the following discussion for base, support and closing..

The base schools remaining in the district include three new community schools (Holland, Marshall, Murphy) which provide excellent facilities and should be used to their fullest advantage.

High Schools	Assigned Capacity	Rooms
Burke	930	38
Dorchester	1134	50
	2064	88

Both high schools are needed to accommodate the high school population in 1983-84. Projected enrollment is about 1700 in either case; classroom demand ranges from 68-79.

After the first five years, however, enrollment will decline sharply. Two high schools will not be needed to accommodate the projected enrollment of about 1200; classroom demand would range from 57-60.

DISTRICT 5
UFP 1979

Map 3: Recommendations

★ Base

S Support

C 1980 Closing

Planning Targets: Enrollment Projections

Enrollment Projections

October Assigned Enrollment

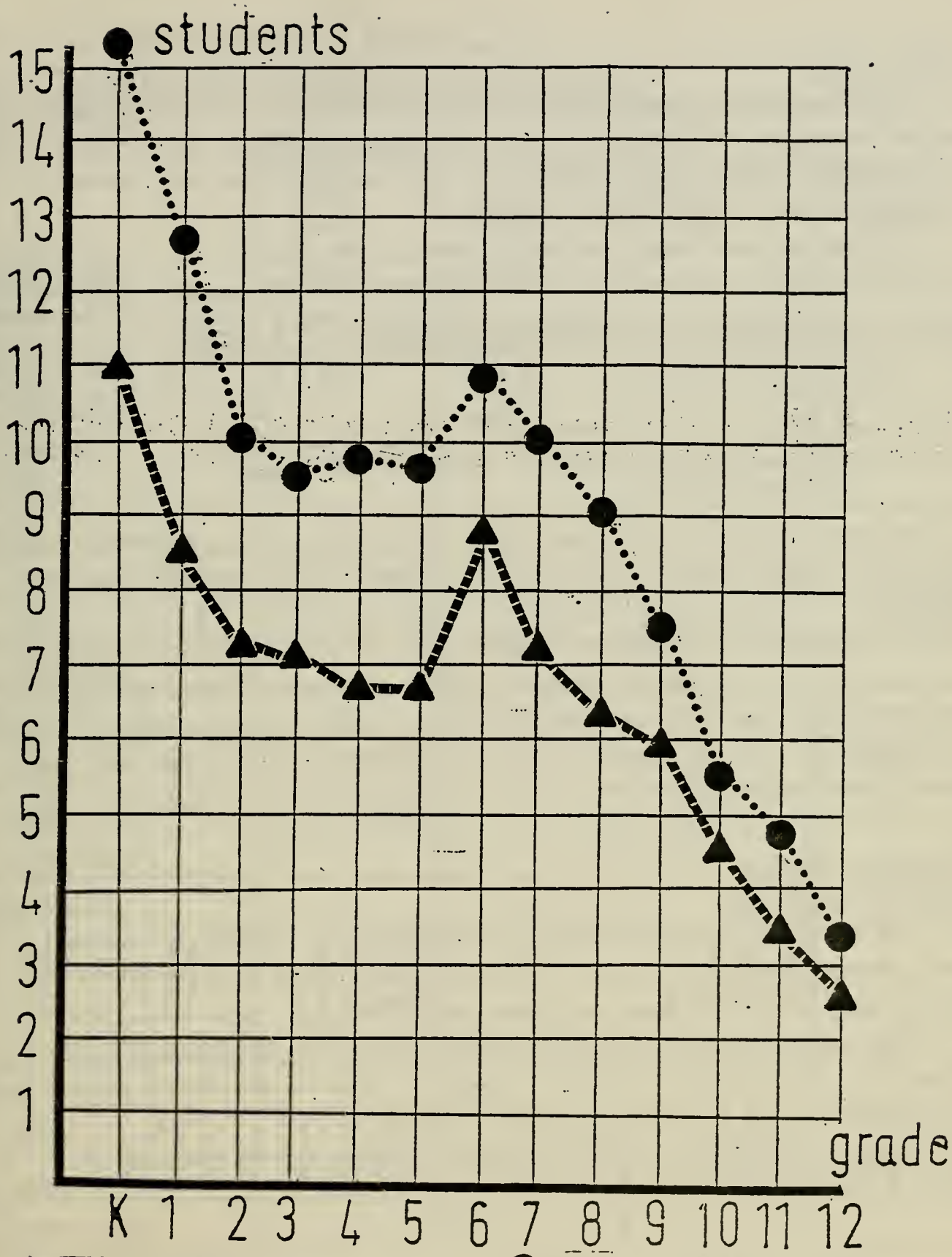
Level	1978-79 *	1981-82	1983-84	1988-89
Elementary	6437	5281	4711	--
Middle	2930	2403	2214	1567
High	2060	1857	1645	1175
Totals	11,427	9540	8570	

* Actual Assigned Enrollment, October 1978

Room Demands

Rooms required, at each level, to accomodate projected assigned enrollment, including assignments to all special programs.

Level	Rooms Available 3/1979	1983-84	1988-89
Elementary	362	282	--
Middle	124	108	76
High	88	79	56
Totals	574	469	--



Comparative Enrollment by Grade
District Five
Numbers in hundreds of students
*Based on October 1978 Dept. of Implementation figures.
**Based on Harbridge House projections of July 1979.

1978 Enrollment by Grade*
1983 Enrollment by Grade**

Middle Schools

The four middle schools in the district are presently overcrowded and provide inadequate facilities. Although the need to alleviate the situation is recognized, another middle school facility cannot be considered given the projected declining enrollment levels.

1. The two base schools are well located in the district, one along the northern half of Dorchester Avenue, the other along the southern half.

Base Schools	Assigned Capacity	Rooms
Cleveland	1164	50
Wilson	902*	41

*Capacity will be increased through school renewal program to 1100.

2. Maintaining two middle schools in the district will accommodate the middle school population in 1983-84, (projected enrollment 2214; room demand 76).

3. Examination of projected middle school enrollments for district 5 indicates that by fall 1980, there will be fewer middle school students than there are seats in existing middle schools. Should enrollments not drop as fast as projected, the Champlain and Holmes can be kept open for additional time.

Elementary Schools

Reduction of Surplus

The projected classroom surplus for 1983-84 is 94. Seventy-five percent (75%) of this surplus, or 71 rooms, must be reduced during the plan period. Of this amount, 36 rooms must be closed by 1980-81.

Base elementary schools provide sufficient space for the projected elementary population of District 5. They are listed in the summary of recommendations and in individual school analysis.

Support schools, as listed in the summary, allow an even reduction of seats as enrollments drop.

Enrollment and Capacity in Planning Neighborhoods

District 5

1983-84

	Neighborhood			
	Fields Corner 1 (west)	Fields Corner 2 (east)	Uphams Corner	Roxbury, Franklin Field
Public Enrollment(78)	8741 (52%)	2157 (13%)	2214 (13%)	3551 (21%)
District Enr. (est.)	6406	1434	1622	2680
Elementary				
Middle				
High				
Elementary Schools	6	1	2	1
Rooms 294	177 (60%)	50 (17%)	36 (12%)	31 (11%)
Seats 5836	3550 (61%)	722 (12%)	880 (15%)	684 (12%)
Enrollment				
Middle Schools	2	0	0	0
Rooms 91	91 (100%)	0	0	0
Seats 2066	2066 (100%)	0	0	0
Enrollment				
High Schools	1	0	1	0
Rooms 88	50 (57%)	0	38 (43%)	0
Seats 1652	722 (44%)	0	930 (56%)	0
Enrollment				
Total Schools	9	1	3	1
Rooms 473	318 (67%)	50 (11%)	74 (16%)	31 (6%)
Seats 9554	6338 (66%)	722 (7%)	1810 (20%)	684 (7%)
Enrollment				

Table 5

V. School by School Analysis

Most District 5 schools were built between 1900 and 1920. These are generally not in good condition. A substantial amount of renovation will be necessary in many base schools.

High Schools

Both high schools in the district require major capital improvements.

Burke

Neighborhood. The Burke is in Uphams Corner, Dorchester, a predominantly Black/Other Minotiry area and is an important element in the Black community. Its location is even more significant from a citywide perspective as there are no other high schools in the general Roxbury area except Madison Park High.

Enrollment. The Burke was slightly (6%) over-enrolled in 1978-79, and was not in compliance with district ratios, having too many Black and not enough White students. Seventeen percent of Burke students, well below the district average, use department transportation.

Condition. The Burke was built in 1934 and is in very poor physical condition. It needs extensive renovations of the basic heating, plumbing systems, and new roofing. Basic support facilities--gym, auditorium, cafeteria and science rooms--need to be modernized.

Space changes. Burke will be needed until 1987-88 as a high school, and should receive sufficient repairs to enable it to operate safely until then.

Dorchester High

Neighborhood. Dorchester HIgh is located in the southwestern corner of the district, in the transitional neighborhood of Codman Hill. It also has a long-standing history in the district.

Enrollment. Dorchester High was slightly (6%) underenrolled in 1978-79; was not in compliance with desegregation ratios, having too many Black students and insufficient White and Other Minority students. Thirteen percent of Dorchester High students made use of department transportation.

Condition. Dorchester High was built in 1925, with additions in 1959 and 1970. It, too, is in very poor physical condition requiring major renovations of basic heating and electrical systems, insulation, and replacement of windows.

Space changes. It is recommended that Dorchester High be made safe and operable.

Middle Schools

BASE

Cleveland

Neighborhood. The Cleveland Middle School is on the border between the Meeting House Hill and Fields Corner sub-areas. Both are experiencing growth in Hispanic populations which augment their already substantial minority populations.

Condition. The Cleveland was built in 1925 with additions in 1928 and 1972. The school is in good condition, requiring roofing repairs, gymnasium lighting, room partitions and other minor repairs.

Space changes. As the Cleveland will continue to serve the district as a base middle school, it needs to be brought up to modern educational facilities standards.

Wilson

Neighborhood. The Wilson is in the Ashmont section of Dorchester. The area is racially mixed, though predominantly White. The size of the school age population in the area is likelty to be stable or rise slightly.

Enrollment. With an assignment capacity of 902 and 1978-79 enrollment of 907, the school is somewhat over-enrolled. There are too many Black and too few White students to meet district ratios. With 59 percent of its students using department transportation, the school is far above the secondary school average of 20 percent .

Condition. The Wilson was built in 1932 and is in adequate condition. Although some major alterations and repairs were completed over 1978-79, many still have to be made. These include egress alterations, painting of the building, and modernization of the plumbing system. Important support facilities need refurbishing--cafeteria, auditorium, and gymnasium.

Space changes. The Wilson is recommended for base designation and should be renovated to a level appropriate for modern educational use.

Support Middle Schools

Champlain

Neighborhood. The Champlain is in the Codman Square area of Dorchester,

a predominantly Black area with some White and Other Minority population. The area has a high home-ownership rate.

Enrollment. The Champlain was slightly over-enrolled in 1978-79 with 275 students and an assignment capacity of 270. The school has too many Black and insufficient numbers of White students to meet district ratios. Only 2 percent of students use department transportation.

Condition. The Champlain was built in 1925, and is in fair condition. It is an elementary school building housing a middle school program and thus does not have adequate space. It does not have a gymnasium or cafeteria. These support facilities cannot be offered in this small school building. Major repairs needed include modernization of the plumbing system, of science rooms, and re-roofing.

Space changes. It is recommended that the building be closed in 1981 if enrollments have dropped as predicted. If necessary, the building can be kept open past this time until these declines occur.

Holmes

Neighborhood. The Holmes is in the same area as the Champlain.

Enrollment. With 496 students and an assigned capacity of 473, the Holmes was slightly over-enrolled in 1978-79. It is not in compliance with district ratios, having too many Black and not enough Other Minority students. Twenty-one (21) percent of Holmes students use department transportation.

Condition. The Holmes was built in 1905 and requires major renovations of lighting and heating. It needs new roofing, new windows and painting. It does not have adequate support space for a sound middle school program (no auditorium or library).

Space changes. The Holmes should be closed as a middle school as soon as enrollment declines sufficiently; this is projected to happen in 1984-85.

Elementary Schools

BASE

Dickerman

Neighborhood. The Dickerman is in a part of Uphams Corner which includes some of the densest geocodes in the city in terms of public school attendance. It is a solid minority area.

Enrollment. The Dickerman presently has 172 vacant seats; 67 percent of its students use department transportation, and it is not in compliance

with district ratios, having too many Black, too few White and too many Other Minority students.

Condition. The Dickerman was built in 1915 and is in good physical condition. Some alterations are needed, including lighting, roofing, electrical work and painting.

The Dickerman does not lack space at the moment, but there is a need to improve the efficiency of present space usage. The school has requested a room to be developed into three smaller ones, which would improve the amount of available small instructional space. Operating and maintenance costs are low.

Space changes. Recommended renovations to the Dickerman include upgrading ancillary spaces. A music room (properly soundproofed) can be made from an existing room. Space for vocational education programs, shops and home economics can be made in rooms partitioned from the present "auditorium" (now an open area in the basement).

Fifield

Neighborhood. The Fifield is located in the southwestern section of the district where several schools have recently closed (Leen, Stuart and Whittier). It serves a large walk-in population.

Enrollment. With 386 students in 412 assigned seats, the Fifield was slightly (6%) under-enrolled in 1978-79. It has too many Black students and too few White students to be in compliance with district ratios. Eleven percent of Fifield students use department transportation.

Condition. The Fifield was built in 1918 and is in good condition. It needs some modernization of the electrical system (new lighting), roofing, flooring and other smaller repairs.

Space changes. The Fifield needs renovation to modern standards.

Sara Greenwood

Neighborhood. The Sara Greenwood is located in a predominantly Black area (Columbia-Savin Hill) with a large and increasing school age population. Its White population comes from the Codman Square East sub-neighborhood.

Enrollment. There were 532 students in the Greenwood's 684 assigned seats in 1978-79, leaving the school 22 percent vacant. The school has too many Black and too few White students to meet desegregation ratios. Forty percent of Greenwood students use department transportation--very close to the district average.

Condition. The Greenwood was built in 1919 and is in adequate condition. It needs new lighting, roofing, flooring and an intercom system, also other smaller repairs.

Space changes. The Greenwood is a rather large school with three floors and 31 rooms. Space is available to allow for flexibility in renovations and alterations. The school should be renovated to accommodate a modern educational program.

Holland

Neighborhood. The Holland is in the Mt. Bowdoin part of Fields Corner. The area was heavily impacted by rapid racial change during the 1960s, but is now fairly stable with high home-ownership.

Enrollment. The Holland, assignment capacity 888, was only slightly under-enrolled in 1978-79; it has too many Other Minority and too few White students to meet district ratios. Only 14 percent of its students use department transportation.

Condition. The Holland is a new community school, built in 1972, and in excellent condition. Minor repairs are needed.

Marshall

Neighborhood. The Marshall is in Field Corner West, a racially mixed and predominantly Black area. The area is less dense than surrounding sub-neighborhood, and is currently undergoing socio-economic and racial change.

Enrollment. The Marshall has an assignment capacity of 976. The school was only slightly under-enrolled in 1978-79. Like the Holland, it has too few White and too many Other Minority students to meet district ratios. Only 11 percent of its students use department transportation.

Condition. A new community school, the Marshall was built in 1971 and is in excellent condition. No major alterations and repairs are needed, but minor repairs--leaking roofs and painting--were requested.

Mather

Neighborhood. The Mather is a large building located on Meeting House Hill, a transitional area with increasing minority population. Most of its minority students come from the northwestern corner of the district. The Meeting House Hill area is racially mixed, and undergoing a slight increase in Other Minority population.

Enrollment. In 1978-79 the Mather had 628 students and an assigned capacity of 732, leaving 14 percent of its seats vacant. It is one of two schools in the district in compliance with desegregation ratios. Fifty-three percent of its students use department transportation.

Condition. The Mather is an old building, built in 1905, but structurally sound. During the past two years, new lights have been installed, the building painted, the school yard resurfaced and fence repairs were made. Additional expenditures for smaller alterations are necessary.

Space changes. The Mather should have two classrooms converted to four small instructional spaces, in addition to recommended repairs as necessary.

Murphy

Neighborhood. The Murphy is in the Popes Hill-Neponset part of Fields Corner. It is a stable White neighborhood, sending few students to the public schools.

Enrollment. The Murphy School was only slightly underutilized in 1978-79, with 684 students for an assigned 722 capacity. With insufficient Other Minority students, the school does not comply with district ratios. Eighty percent of Murphy students use department transportation.

Condition. The Murphy was built in 1978 and is in excellent condition. Minor repairs--sinking sidewalk and plaza in the front of the school--are needed. No space changes are recommended.

O'Hearn

Neighborhood. The O'Hearn is a small school located in the center of the district. Although it is in good condition, it does not provide adequate support facilities. It serves a large walk-in population from a stable, racially mixed area (Codman Square East).

Enrollment. With an assignment capacity of 238, the O'Hearn was slightly under-enrolled (218 students) and was 8 percent vacant. The school is not in compliance with district ratios, having too few Blacks and Other Minority students, and too many White students. Twenty-seven percent of O'Hearn students use department transportation.

Condition. The O'Hearn was built in 1957 and is in good condition. Required alterations and repairs include roofing, resurfacing of the school yard and painting. The school lacks a gymnasium and uses the auditorium as a multi-purpose gym and auditorium.

Everett

Neighborhood. The Everett is in a part of Uphams Corner which is undergoing slow change in racial composition. The Hispanic population, in particular, is growing in the area, although the school population is at present below capacity.

Enrollment. The Everett was 29 percent under-enrolled in 1978-79 (assignment capacity 452, enrollment 321). It is one of two schools in the district which is in compliance with desegregation ratios, and 42 percent of its students use department transportation.

Condition. The Everett was built in 1909 and is in adequate physical condition. The school was painted this year. Many alterations and repairs are needed--modernization of electrical, heating and plumbing systems, of windows, of cafeteria, and new roofing. While it needs a large amount of investment, it provides adequate classroom and support space.

Space changes. The Everett is a medium-sized building with small classrooms. The library is presently in the auditorium and should be moved into a converted classroom. The auditorium also has two partitioned classes which should be moved into a converted classroom.

Stone

Neighborhood. The Stone is in the western part of Fields Corner--a predominantly minority area--though racially mixed. It shares neighborhood factors with the Marshall school.

Enrollment. The school was underutilized last year by 35 percent (assignment capacity 334, enrollment 213). With too many Minority students and too few White students, the school was not in compliance with district ratios, and only 1 percent of its students use department transportation.

Condition and Space Changes. The Stone was built in 1937 and is in fair condition, needing painting and repairs in the heating and plumbing systems. Permanent partitions are needed to separate classrooms from the hallways; walkways are needed to eliminate traffic through classrooms.

Support Schools

Motley

Neighborhood. The Motley is in Columbia/Savin Hill. It serves a small White neighborhood with declining enrollments, which sends few students to the public schools.

Enrollment. The Motley was under-enrolled by 20 percent last year,

even though transportation was provided for 62 percent of its students. As it has too few Other Minority students, it is not in compliance with district ratios.

Condition and Space Changes. The Motley was built in 1911 with an addition built in 1923, and is in good condition. Major repairs include new fluorescent lighting, resurfacing the school yard, painting and window repairs. Recent repairs have been completed on the heating system and toilet facilities have been modernized. It is recommended that the Motley be closed in 1982. In light of this and the recent renovations to the school, no further major expenditures are recommended.

Rochambeau

Neighborhood. The Rochambeau is in Fields Corner East, a predominantly White neighborhood sending few students to public schools.

Enrollment. The school was 25 percent vacant in 1978-79; was not in compliance with district ratios (too few Black and too many White students); and provided transportation for 42 percent of its students.

Condition and Space Changes. The Rochambeau was built in 1918 and is in adequate condition. Some modernization of the heating and electrical system is required as well as other repairs and alterations--stairs, painting, ceilings, waterproofing. The school should be closed in 1983-84 if enrollments have declined as predicted.

Endicott

Neighborhood. The school is in Franklin Field, at the extreme western edge of the district. The population is overwhelmingly Black, with a few Other Minorities.

Enrollment. In 1978-79 the school was 22 percent underenrolled; was not in compliance with district ratios (too many Black, too few White and Other Minority students), and had 42 percent of its students using department transportation.

Condition and Space Changes. The Endicott was built in 1906 and is in fair condition. It needs minor repairs, including resurfacing of a play area, roofing and new fluorescent lighting. The school building is small, with small classrooms and very little ancillary space--no auditorium, cafeteria, or gym--for students or teachers. The need for minor alterations should be re-evaluated in light of the recommendation to close the school in 1981-82.

Kenny

Neighborhood. The Kenny, like the Murphy School, is in the Popes Hill area, a White neighborhood sending few students to public schools.

Enrollment. The school was slightly over-enrolled in 1978-79 (assignment capacity 350, enrollment 369), was not in compliance with district ratios (too few minority students and too many White students); and 60 percent of students used department transportation.

Condition and Space Changes. The Kenny was built in 1926 and is in fair condition, requiring modernization of electrical services--intercom system, lighting--and plumbing systems. As the Kenny is recommended for closing in 1983-84, and as it has had some modernization already, no further improvements are recommended.

Close 1980-81

Brooks

Neighborhood. The Brooks is in a minority section of Uphams Corner, adjacent to the Dickerman and Hernandez schools.

Enrollment. The Brooks was 47 percent vacant in 1978-79. Transportation for 28 percent of its students was provided and it was not in desegregation compliance (too many Black and two few White students).

Condition. The Brooks was built in 1900 and is in adequate condition. It requires modernization of heating and plumbing systems plus some minor alterations and repairs.

Richards

Neighborhood. The Richards is in Ashmont, and shares the neighborhood conditions of the Wilson Middle School.

Enrollment. The Richards was under-enrolled by 30 percent in 1978-79 (assignment capacity 238, enrollment 166). With too few Minority students and too many White students, it was not in compliance with desegregation ratios. Twenty-seven percent of its students used department transportation.

Condition. The Richards was built in 1913 and is in fair condition. Repairs--new lighting and flooring--were installed in January, 1978.

VI. Implementation

Priority for investment is based on the present condition of each school and its intended period of use. For the district as a whole, suggested priorities are as follows:

1.	New Construction:	None
2.	School Recovery:	Everett (E)
		Wilson (M)
		Dickerman (E)
		Fifield (E)
3.	Renovation:	Greenwood
		Stone
		Mather
4.	Repairs:	Holland
		O'Hearn
		Marshall
		Murphy

Year I: Summary

A. Data: 10/78 enrollments

B. Decision: to be taken by 1/79

C. Implementation:

assignments by 6/80

building secured by 6/80

re-use, or repair and renovation plan by 9/80

D. Scope

new construction: none

school recovery: Everett

Dickerman

renovation: Greenwood

Stone

repairs: as necessary

closings: Brooks, Richards

School Recovery: construction could begin in June 1981, and be completed in approximately 15 months, re-opening in September 1982.

Renovation and Repair: These must be scheduled in relation to expenditure needs across the city. The schools as noted are those most in need of investment according to present data.

Closings: Brooks

Richards

10/78 enrollments are used as the data base for this phase, with capacity reduction of ½ excess capacity as ordered by the court.

Assignment capacity and 10/78 enrollment are compared in Table II, and summarized below for elementary schools only.

Base Schools

Assignment	Capacity	10/78 Enrollment	3/79 Rooms
Dickerman	438	266	18
Everett	452	321	18
Fifield	412	386	18
Greenwood	684	532	80
Holland	888	829	51
Marshall	976	912	45
Mather	732	628	35
Murphy	722	684	38
O'Hearn	238	218	10
Stone	334	213	17
Total	5876	4989	280

Support Schools				Decision Year
Endicott	308	240	11	1981
Motley	258	206	12	1981
Kenny	350	369	17	1983
Rochambeau	378	285	17	1983
Total	1294	1100	57	

Closings			
Brooks	380	203	16
Richards	238	166	9
Total	618	369	25

Clearly, even after year 1 closings, there will be over 350 empty elementary seats in the district. This allows room for program fluctuation, and flexibility for phasing renovation construction. Declining enrollments during construction years will further facilitate the process.

Year 3

Data: 10/81 enrollments to be compared to Harbridge House projections for 1981-82.

Decision: to be announced by Dec. 31, 1981

Implementation: assignments by 6/82

closed facilities secured or re-used by 6/82

recovery, repair and renovation plan complete by 9/82

Scope:

School recovery: Dickerman, Fifield

renovation: Mather

repairs: as necessary

closing: Endicott, Motley

School Recovery: construction on Year I projects should be completed by September 1982, and the Year 3 schools should be able to start construction in June, 1982, to be completed by September 1983.

Renovation and Repair: same construction schedule as school recovery facilities

Closings: If elementary and middle school enrollments have dropped below projected levels by 10/81, the Endicott, Motley and Champlain schools should be closed. Year-by-year projections are in the school data appendix. 1981 projections are as follows:

Elementary: 5281, ± 5 percent

Middle: 2403, ± 5 percent

Year 5

Data: 10/83 enrollments to be compared to Harbridge House projections

Decision: 12/83

Implementation: Assignments by 6/84

closed facilities secured or re-used by 6/84

repair and improvements plan by 9/84

Scope: repairs as necessary

closing: Kenny Rochambeau

School recovery and renovations from Year 3 should be completed by September 1983. Repairs should continue to be scheduled as necessary.

Closings: If elementary and middle school enrollments drop as projected, the Kenny and Rochambeau elementary schools and the Holmes middle school should be closed in 6/84. 1983 projections are as follows:

Elementary: 4711, ± 5%

Middle: 2214, ± 5%

Years 5 and 7

In these years decisions on middle school reductions can be made if the Holmes and Champlain are still open. Projections for use in decisions are as follows:

Year 5: 10/85 enrollments compared with 85-86 projected enrollment of 1889, ±5%.

Year 7: 10/87 enrollments compared with 87-88 projected enrollment of 1622, ± 5%.

VII. Comparison to District Recommendations

This section discusses, by level, the differences between district and Unified Facilities Plan recommendations. It should be noted that those schools retained are intended to be renovated, under the School Recovery Program, to a standard acceptable for modern education.

High Schools

1. The District Committee recommended that immediate action be taken to renovate the two high schools.
2. This plan recognizes the poor condition of these schools, but like all other high schools, decisions and improvements await a city-wide policy decision.

Middle Schools

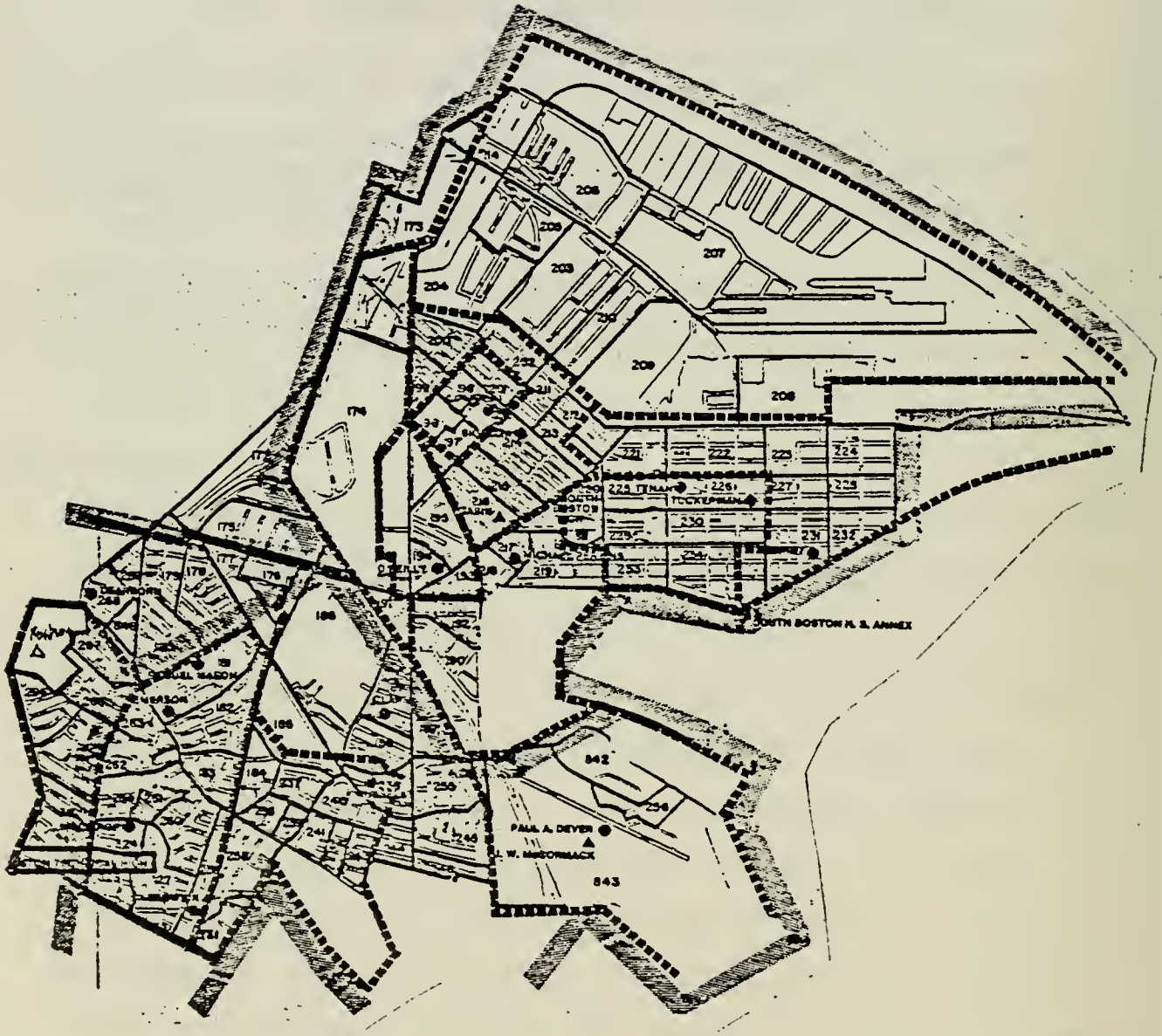
1. The District Committee recommended that a new middle school be constructed and an elementary be converted to a middle school to resolve the interim overcrowding at the middle school level.
2. This plan recognizes the present overcrowding of middle school students in poor facilities, however, enrollment projections indicate that by 1983-84 the overcrowding problem will have substantially disappeared. In light of this, and the desire to distribute available funds most effectively for overall improvement of educational facilities, the plan recommends substantial renovation to the two better existing facilities - Wilson and Cleveland. The temporary overcrowding is resolved by (1) keeping the other facilities until enrollment declines allow their closing in 1982 and 1983; and (2) increasing for 2-4 years the number of District 5 middle school students attending magnet schools.

Elementary

1. The District Committee recommended that no schools be closed in 1980-81, and that support schools be chosen from the following: Brooks, Endicott, Richards, Stone, Motley and Rochambeau.

2. This plan must comply with the 1980-81 reduction targets, as well as the required longer term reductions. The Schools recommended for closing to meet these targets are the same as those recommended by the district, with the exception of the Kenny School. The Kenny is recommended for support status in place of the Stone and O'Hearn.

   The O'Hearn is a newer, better facility than the Kenny, and retention of the Stone provides coverage of the central part of the district, which has higher public school enrollments than areas served by the Kenny and Richards.



Community District 6

1. Introduction & Summary of Recommendations

Major Problems and Issues

District 6 includes the neighborhood areas of South Boston, Columbia Point, and parts of Columbia-Savin Hill, Uphams Corner, and Lower Roxbury. In the district are 14 elementary schools, three middle schools, and one high school. Three of the elementary schools have been constructed since the 1950's, including two Community Schools in South Boston. Of the remaining schools, nine (9) were constructed prior to 1915, and most of these need substantial renovation and modernization. At the middle school level, the district has one relatively new school at Columbia Point. The older middle schools are both in need of substantial improvement or replacement. Each provides a less than adequate environment for educational activity.

The facilities plan for Ditrict 6 will increase the overall quality and equity of facilities available in the district through a combined program of new construction, major renovation, repair and school closing, matching the remaining schools with the projected enrollment in 1983/84. Major problems and issues, which the plan sets out to resolve, in addition to those described in the introduction are listed below:

1. The pattern of Base elementary and middle schools must be sufficient and appropriate to accommodate the projected 1983/84 enrollment.

2. The plan should move towards a greater stability in the school system by designating certain schools for long term use.

3. There must be a greater equity in the quality of facilities available throughout the district. Increasing the proportion and quality of school buildings at the elementary and middle levels in the Roxbury section of the district is one way to accomplish this.

4. Enrollment declines have already resulted in a substantial surplus of seats existent in the district elementary schools in 1978/79. Much of this surplus is in South Boston area

where two new elementary schools have been built in the 1970's.

5. The quality of middle school education in the district will be improved by the creation of a newly renovated middle school facility - the equivalent to a new school, the modernization of the Gavin, and the conversion of the McCormack to a magnet middle school.

6. Enrollment figures show a decline in elementary and middle school levels through 1983/84 although high school enrollment is projected to remain constant throughout the period.

7. Previous school closing recommendations have resulted in several schools in the Roxbury area being currently underenrolled and undermaintained.

8. Recommendations should be sensitive to the potential for increased enrollments due to possible rehabilitation of D Street and/or Columbia Point- Boston Housing Authority developments.

Summary of Recommendations

1. High School. South Boston High School will be needed by the district for the duration of the Unified Facilities Plan. It should be maintained as necessary over the next ten years.

2. Middle Schools. District 6 is projected to need only two middle schools by 1983/84. The Gavin should be renovated and retained as Base along with the renovated Roxbury Middle School. The McCormack is recommended to be a support school, to be transferred into District 9 in the early 1980's.

3. Elementary Schools. To accommodate 1983/84 enrollment projections, seven elementary schools will be required. These are listed below as Base Schools. Three schools - the Tuckerman, Fenwick, and Bigelow are recommended for closing in June, 1980. These schools can be closed without overcrowding the remaining Base schools. The remaining five support schools are recommended for closing over a six-year planning period, assuming that actual enrollment levels follow projections. Should enrollments not decline as projected, the Perry and Mason schools should be reconsidered for Base School designation. One new Community School is proposed for the Winthrop-Fenwick area, and a recovery program is proposed for the Emerson.

Base	Support (Interim Use)	Recommended for Closing - June 1980
Condon	O'Reilly	
Perkins	Clap	Bigelow
Tynan	Mason	Tuckerman
Emerson (R)	Perry	Fenwick
Russell	Winthrop	
Dever		
Replacement		

II. Existing Conditions

Neighborhoods and Current Enrollment Patterns:

District 6 can be analyzed in terms of four sections which are roughly defined by their predominant racial-ethnic character. These are Roxbury (part), Columbia/Savin Hill (part), Columbia Point, and South Boston. These sections, and the corresponding smaller neighborhood sub-areas (defined by the Boston Redevelopment Authority), are shown on map 1. Enrollment data and school data are shown on Tables 1 and 2.

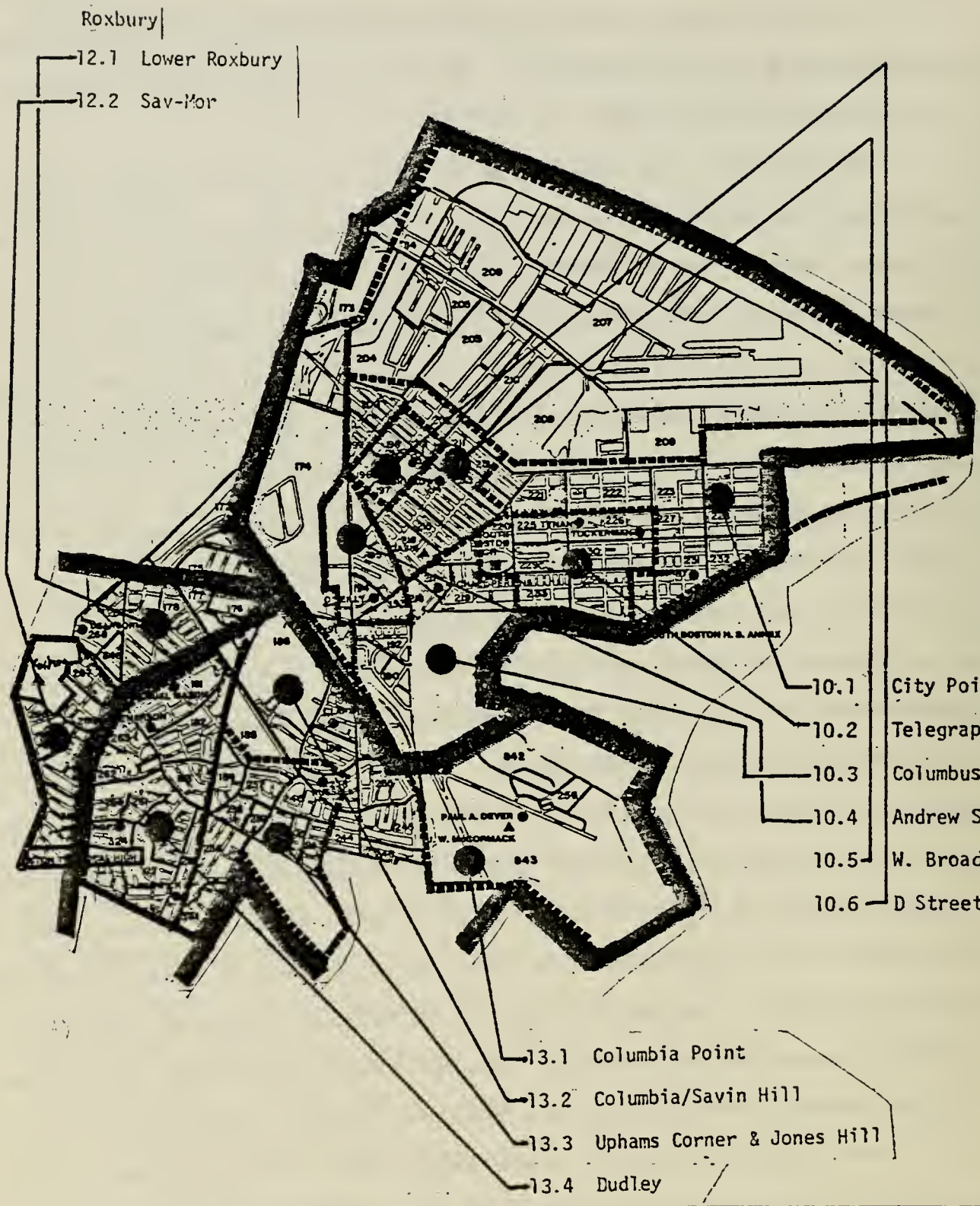
In 1978/79 the Roxbury section contributed 46% of the students enrolled in District 6 schools. These students were predominantly Black and Hispanic, with a small portion of White students living in the Uphams Corner/Jones Hill sub-neighborhood. Enrollment from this section has remained constant for the last three years. In contrast to the number of students residing in this section, there are only five of the district's 14 elementary schools and one district middle school within its boundaries. The Dearborn Middle School is half the size of either of the other two district middle schools, and needs replacement. The five elementary schools in the Roxbury section make up only 32% of the elementary school capacity in the district. Of those seats, however, only 56% were occupied. Not only is there a lower proportion of elementary school places in Roxbury than childre but the quality of these schools is significantly lower that that in South Boston or Columbia Point. All were built prior to 1924 and need considerable improvement.

The Columbia-Savin Hill section of the district is composed on the northern half of the Columbia-Savin Hill neighborhood sub-area (Savin Hill itself is located just south of District 6). This area contributes only 9% of the District 6 enrollment. Students are predominantly White, although there is a small proportion of Other

Minorities who live in the area. The only school in the area is the Clap, although the Russell is on the border between this sub-area and Uphams Corner/Jones Hill. The Clap is the oldest school in the District, built in 1896.

The Columbia Point section is made up of the Columbia Point peninsula containing the University of Massachusetts, the Kennedy Library and the BHA Columbia Point housing development. The section contains two relatively new schools, the McCormack middle and Dever elementary, 16% of all seats in the district, 41% of middle school seats, and 10% of elementary school seats. Its students, about 9% of all those in the district, are predominantly Black and Other Minority (Hispanic). The renovation and rehabilitation of the development, eventually causing the inhabitation of many of the vacant areas is one of the uncertainties considered.

The South Boston section of District 6 contains six neighborhood sub-areas: City Point, Telegraph Hill, West Broadway, D Street, Andrew Square and Columbia Park. These areas contribute 36% of the current district enrollment, yet contain 55% of the elementary school capacity, (including two new Community Schools), 40% of the middle school capacity, and the only district high school. Clearly more students are transported into South Boston schools than leave South Boston for other district schools. Enrollment from South Boston is predominantly White, although several Blacks and Other Minorities attend public schools from the section. Sixty (60) percent of the enrollment decline over the last three years has occurred in this section. Most of this decline has been at the elementary level, and contrasts with the high number of age 0-6 children in the area. Public enrollment in this section has been volatile and subject to significant movement into non-public schools.



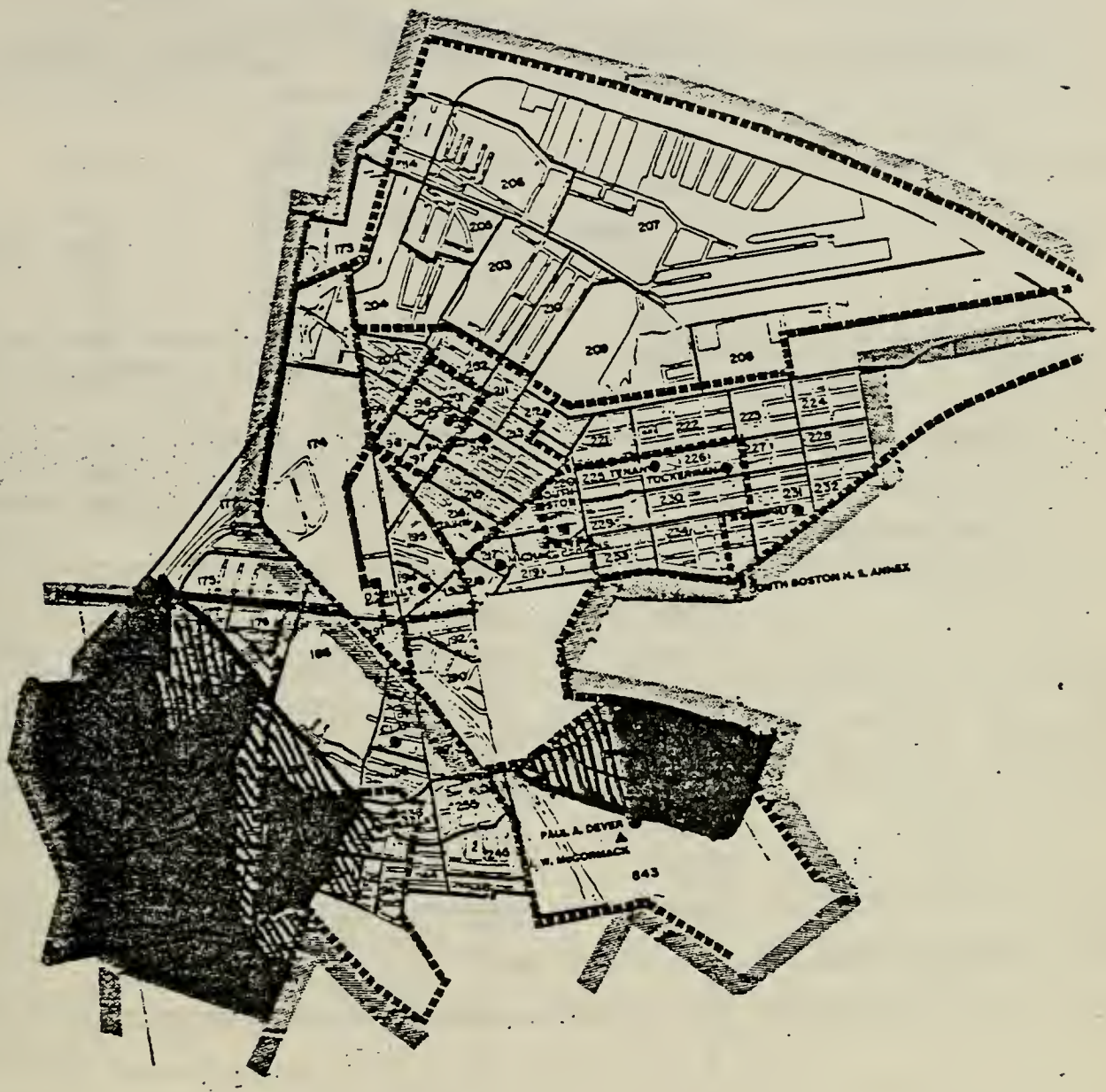
DISTRICT 6 BRA Planning Areas

UFP 1979

Planning District Boundaries

Planning Sub-areas

MAP



DISTRICT 6
UFP 1979

Map 2

Predominant Racial/Ethnic Character of Public School enrollment in each geocode, October 1978.

Black

Other

White

Enrollment Patterns 1978-79

Neighborhood	School	Assignment Capacity	Assigned Enrollment	Surplus	% Surp
Roxbury	Mason	282	186	96	34%
	Emerson	306	216	90	29
	Winthrop	486	181	305	63
	Fenwick	310	77	233	75
	Russell	414	347	67	16
	Total	1780	1007	791	
Columbia Point	Dever	608	326	282	46
	Total	608	326	282	
South Boston, Columbia/Savin Hill	Condon	910	698	212	23
	Bigelow	356	288	68	19
	Tynan	540	359	181	34
	Tuckerman	256	144	112	44
	Perry	256	170	86	36
	Perkins	342	235	107	31
	O'Reilly	268	180	88	33
	Clap	316	300	16	5
	Total	3244	2377	870	
District Total		5650	3710	1940	

Table 1

Enrollment and Capacity in Planning Neighborhoods District 6

1978-79

	Neighborhood			
	South Boston	Columbia/ Savin Hill	Roxbury	Columbia Pt.
Public Enrollment	3035 (36%)	743 (9%)	3906 (46%)	746 (9%)
District Enr. (est.)	2216	543	2852	544
Elementary				
Middle				
High				
Elementary Schools	7	1	5	1
Rooms	149 (55%)	13 (5%)	80 (30%)	28 (10%)
Seats	2928 (52%)	316 (6%)	1798 (32%)	608 (11%)
Enrollment	2074 (56%)	300 (8%)	1007 (27%)	326 (9%)
Middle Schools	1	0	1	1
Rooms	37 (36%)	0	17 (17%)	17 (17%)
Seats	784 (41%)	0	358 (18%)	766 (40%)
Enrollment	796 (42%)	0	363 (19%)	722 (38%)
High Schools	1	0	0	0
Rooms	49 (100%)	0	0	0
Seats	1110 (100%)	0	0	0
Enrollment	1013 (100%)	0	0	0
Total Schools	9	1	6	2
Rooms	235 (56%)	13 (3%)	97 (23%)	76 (18%)
Seats	4822 (56%)	316 (4%)	2156 (25%)	1374 (16%)
Enrollment	3883 (59%)	300 (5%)	1370 (21%)	1048 (16%)

Table 2

Enrollment Projections: Uncertainties

Within the district are a number of uncertainties which may affect the long term enrollment patterns. These are described below, and have been taken into account in the planning process.

The Columbia Point Boston Housing Authority (BHA) is currently proposing a mixed income development of 700-900 additional units, which could produce between 400 and 900 school-aged children. As commitments for funds do not yet exist, the first phase of this housing development is several years off.

The D Street BHA is currently proposing to stabilize the development, reducing the currently increasing vacancy rate. The eventual rehabilitation and marketing of an additional 100-125 more family units could produce 50-125 more school children in the development. These additional units would not be available for occupancy for at least five years.

Housing Loss, Roxbury. There has been documented a loss of housing in the Sav-Mor area of Roxbury. This could contribute to a greater than expected enrollment decline.

City Point Condominiums. A leased BHA-built housing development in City Point has recently been converted to condominiums. The immediate impact of this change, particularly if it were to continue, could be a marginal decrease in expected enrollments.

Museum Wharf. There is a recently proposed large housing development near Museum Wharf. The long term impacts of such a development could be an increase in enrollments over projected levels if the development is for family housing. The proposal, however, is for small rental or condominium units unlikely to contain many children.

Parochial Attendance. There is a significant proportion of South Boston children currently enrolled in parochial and private schools. While this enrollment pattern is expected to continue,

there is a possibility that a greater stability in the public school system could attract some of these students back into the system.

Taken together, there is a likelihood that enrollments in District 6 schools will not decline as rapidly as projected. This assumption has conditioned the implementation schedule concerning the future of two of the support schools. In an attempt to retain consistency with other districts, the number of Base classrooms is predicted upon the projected 1983/84 enrollment.

Special Programs and Administration

1. Bilingual Education

In 1978/79 Bilingual programs were offered in Cape Verdean, Portuguese, and Spanish at five elementary schools, all three middle schools, and South Boston High. At the elementary level, 21 rooms were allocated for 365 students, including Kindergarten programs at the Winthrop and Emerson. There was some surplus space, although mostly due to the existence of provision of full grade offerings in each of three languages.

2. Substantially Separate

Substantially Separate programs are concentrated at the Condon, the Tynan and Perry schools (8, 3, 3 rooms respective Other Substantially Separate classes are held in the Bigelow (2), Clap (1), Emerson (1), O'Reilly (1), Perkins (1), and Winthrop (1). Some relocation of programs will occur with the consolidation of schools, but no substantial changes are necessary.

3. Barrier-Free Access

The McCormack Middle School and both the Tynan and Condon elementary schools offer barrier-free access for the physically handicapped.

4. Advanced Work

There were 122 Advanced Work students in District 6 schools in 1978/79. Sixty-eight of these were elementary students in a program at the Bigelow School; 54 were in a middle school program at McCormack.

5. District Offices

District offices are currently located in the Campbell Resource Center on Dorchester Avenue, just south of the district boundary. The rationale for this location is to allow easy access for all racial/ethnic groups in the district. No change is proposed.

6. Magnet School

There are currently no magnet schools in District 6. Within half a mile of the boundary, however, there are five.

7. Past Closings

Since 1969, there have been eight schools closed in District 6; 5 within the South Boston section and 3 within the Roxbury section.

III. Planning Targets: Enrollment Projections

Table 3 presents a summary of both projected enrollment in District 6 and the rooms required to accommodate that projected enrollment. The elementary enrollment is projected to decline by 22% to 78% of its current level by 1983/84. At the middle level, the enrollment is projected to decline even more rapidly, by 39% to 61% of its current level. High school enrollment is projected to remain relatively constant throughout the first five year period, and to begin to decline thereafter.

Planning Targets: Enrollment Projections

Enrollment Projections

October Assigned Enrollment

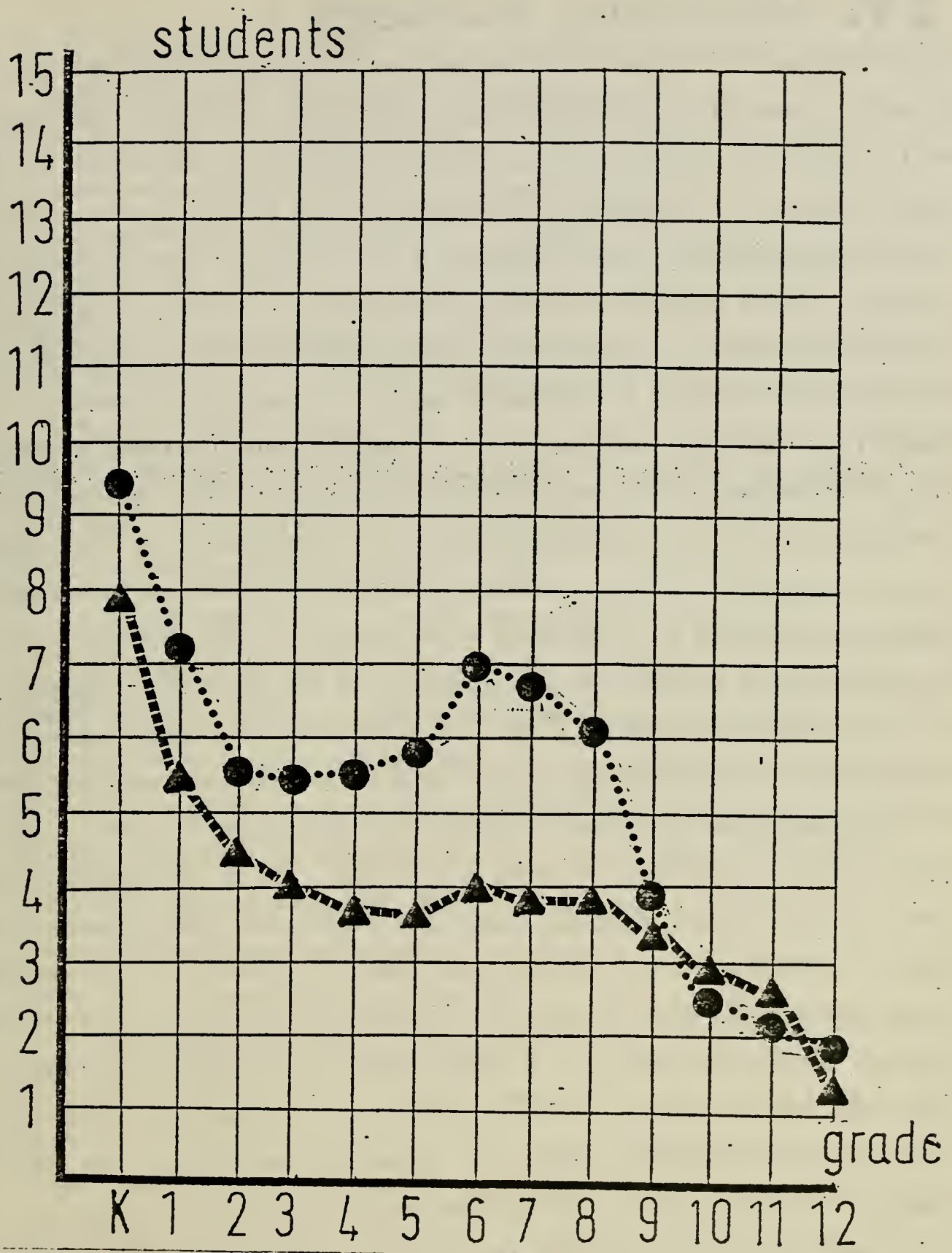
Level	1978-79 *	1981-82	1983-84	1988-89
Elementary	3703	3131	2905	—
Middle	1880	1419	1155	884
High	1014	1144	979	606
Totals	6597	5694	5039	--

* Actual Assigned Enrollment, October 1978

Room Demands

Rooms required, at each level, to accomodate projected assigned enrollment, includin assignments to all special programs.

Level	Rooms Available 3/1979	1983-84	1988-89
Elementary	270	182	--
Middle	92	65	50
High	47	49	30
Totals	409	296	--



Comparative Enrollment by Grade
District Six

Numbers in hundreds of students
*Based on October 1978 Dept. of Implementation figures.
**Based on Harbridge House projections of July 1979.

1978 Enrollment by Grade*

1983 Enrollment by Grade**

IV. Planning Strategy

The plan for District 6 recommends a mix of new construction, school recoveries, renovation, and school closings which together will create for the district a greater quality and equity in the distribution of educational facilities. This strategy sets a preliminary target at a long term reduction to 181 elementary classrooms. In the event that future enrollments are above currently projected levels, an extra 10-20 elementary classrooms would be necessary to provide a reasonable margin of capacity in base facilities for long term support. Underlying the strategy is the intent to stabilize the schools and enrollment. This stability can be achieved through the desegregation and maintenance of Base schools and the targeting of major capital improvement funds to those schools. South Boston High will continue to be needed in the district. Its future must be resolved in the analysis of all city high schools.

At the middle school level, the reduction of surplus capacity by 1984 is accompanied by a structural renovation program designed to increase both the overall quality of facilities available, and the equitable location of those facilities. It is recommended that District 6 maintain over the long term future two Base schools, the Gavin and another, the Roxbury High School building. It is recommende that the Roxbury High building be substantially renovated, under the School Recovery Program, in a manner which will produce the equivalent of a new middle school for the district. This renovation should begin at the earliest possible occasion, probably June, 1981. The Gavin should be scheduled for renovations during this period as well.

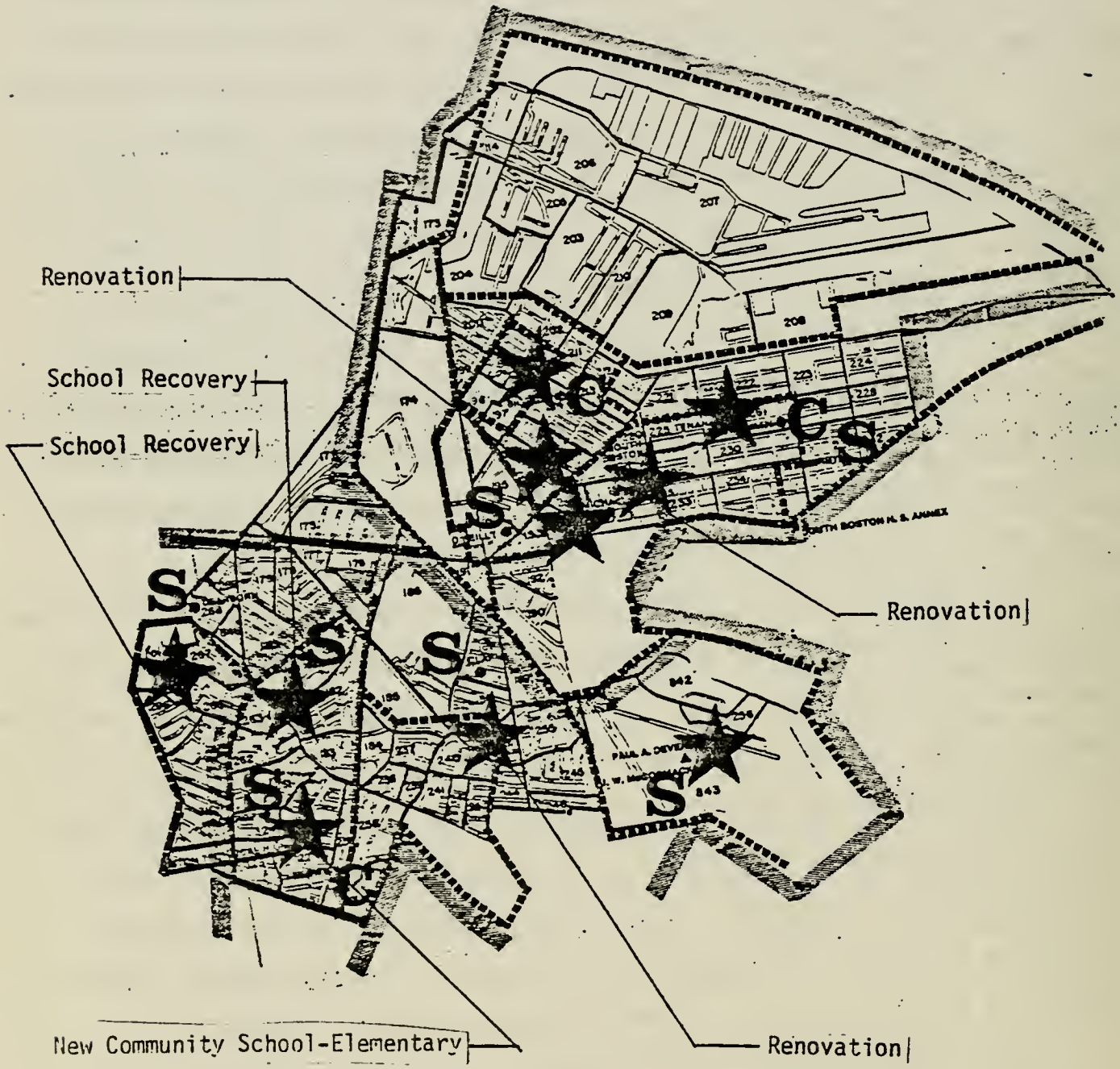
When the enrollment declines sufficiently, McCormack should be transferred into District 9 to become the fourth magnet middle school, leaving District 6 with two Base middle schools and preferred access into a third.

Map three (3) shows the recommended elementary Base schools, Support schools, and schools recommended for closing in June, 1980. In South Boston and Columbia-Savin Hill, Base schools are the Condon, Tynan and Perkins; in Roxbury, they are the Emerson, Russell and Winthrop-Fenwick replacement. In addition, the Dever is recommended to be a Base school. All these schools were designated in the district recommendations as Base schools. With the renovation of the Emerson as part of the School Recovery Program and construction of a new Community School in the area near the Winthrop and Fenwick, there will emerge by 1984 a pattern of elementary facilities which are more equitably distributed, both in quality and size throughout the various sections of District 6.

In conjunction with these recommended investments, the Tuckerman, Fenwick, and Bigelow are proposed for closing in June, 1980. There is more than adequate room in the remaining Base schools (not including the Winthrop or its replacement) for the relocation of all students.

The Bigelow contains the Advanced Work classes which would need to be relocated, in addition to 220 regular students. The Fenwick contains only 77 students, all of whom could be relocated at the Winthrop until the replacement is complete. The Tuckerman contains only 144 students, half of whom are in kindergarten programs.

The remaining five support schools should be closed at two year intervals, 1982, 1984, and 1986, when and if enrollment levels decline as projected. The Perry and Mason should be retained until 1986, and retained further if enrollment levels do not decline as projected. The O'Reilly should be considered for closing in 1982; the Winthrop when its replacement is complete, and the Clap in 1984. This schedule and the targets are presented in more detail in the section labeled "Implementation".



DISTRICT 6
UFP 1979

Map 3: Recommendations

★ Base

S Support

C 1980 Closing

Enrollment and Capacity in Planning Neighborhoods District 6

1983-84

	Neighborhood			
	South Boston	Columbia/ Savin Hill (part)	Roxbury (part)	Columbia Point
Public Enrollment(7y)	3035 (36%)	743 (9%)	3906 (46%)	746 (9%)
District Enr. (est.)	2216	543	2852	544
Elementary				
Middle				
High				
Elementary Schools	3	0	3	1
Rooms 183	93 (50%)	0	62 (35%)	28 (15%)
Seats 3278	1792	0	1320	608
Enrollment				
Middle Schools	1	0	1	0
Rooms 63	37 (59%)	0	26 (41%)	0
Seats 1284	784	0	500	0
Enrollment				
High Schools	1	0	0	0
Rooms	49 (100%)			
Seats	1110			
Enrollment				
Total Schools	5	0	4	1
Rooms	179	0	62	28
Seats	3686 (60%)	0	1820 (30%)	608 (10%)
Enrollment				

Table 5

V. School by School Analysis

South Boston High School

Neighborhood and Enrollment: Located at the top of Telegraph Hill in South Boston, it is the district's only high school. It has a capacity of 1110, and was operating close to capacity in 1978-79 and in compliance with desegregation guidelines. Of the 569 Black, Hispanic and Other Minority students assigned to the school in October 1978, all but 17 were transported. White students generally walk.

The building is in need of substantial modernization, although no current figures are available. Adequate funds should be allocated for improvements necessary for the ten-year period.

Middle Schools

Dearborn (to be replaced)

Neighborhood and Enrollment: The Dearborn School is located in Lower Roxbury in the Orchard Park Boston Housing Authority development. It has 17 rooms and a capacity of 358, is currently over-enrolled with 363 students assigned in 1978-79. It was not in compliance with desegregation regulations, having too high a percentage of Black students. The majority of White students attending are transported.

Facility Condition. The building was built in 1906 as an elementary school, and later encircled by Orchard Park. It is in very poor condition, with minimal facilities, although there is a city recreation facility attached. The Dearborn needs to be replaced by a new facility which is recommended to be the Roxbury High School building. The Dearborn should be closed as soon as the new facility is available.

Gavin (Base)

Neighborhood and Enrollment. The Gavin School is located in the West Broadway area of South Boston, at the foot of Telegraph Hill. It has a capacity of 784 students and was over-enrolled in 1978/79 with 796 assigned students. It was in compliance with desegregation. Of its Black and Other Minority enrollment of 398, almost all were transported.

Facility Condition. The Gavin was built in 1936 and is a sturdy Type I building which needs substantial modernization to heating and plumbing systems, windows and interior areas. These renovations should be scheduled over the planning period. The Gavin is an important school in its community and its future use would be enhanced by appropriate renovations. It is recommended as a Base school.

McCormack (Support)

Neighborhood and Enrollment. The McCormack School is located at the approach to the Columbia Point Housing Development, accessible to the Red Line by direct bus. With a capacity of 766, it was assigned 722 students in 1978/79. It is in compliance with desegregation regulatic 535 of its students are transported, almost all of the White students and a few Black and Hispanic students.

Facility Conditions. The 1967 building is in good condition, the newest middle school in the City of Boston and needs only minor capital improvement. It should be retained as a middle school, but transferred into District 9 as soon as is practical. It will then be able to continue to serve District 6 students, but aid in reducing the overcrowding of District 5 schools as well.

Elementary Schools (Base)

Tynan

Neighborhood and Enrollment. The Tynan is a new (1972) Community School, located on Telegraph Hill in South Boston, With a capacity o: 540 students, it had only 359 enrolled in 1978/79. It was not in compliance with desegregation orders, having a low percentage of Other Minorities. 108 of the 110 Black students attending were transported; few White students, and most Other Minorities.

Facility Condition. The Tynan's operating expenses are among the highest in the entire city; its environmental control systems should be examined for potential savings. Otherwise the building is in very good condition and is recommended to be retained as Base and used to the fullest extent possible.

Condon

Neighborhood and Enrollment. The Condon Community School is located a few blocks from the Tynan, is in the D Street Boston Housing Author Development. The Condon is in compliance with desegregation ratios.

It has 910 seats and was assigned only 698 students in 1978/79. 40 of these are in Substantially Separate Programs, 163 are in bilingual programs. Of its 209 Black and 129 Hispanic students, all but 6 are transported. It serves 75% of the D Street housing development.

Facility Condition. The Condon was opened in 1975, is in very good condition and needs only minor improvements to its roof and new curtains. The grass play area behind the Condon School is one of the few in the city, and the only usable recreation space in the D Street project and should be maintained as grass. The school should be retained as Base, and used to its capacity.

Perkins

Neighborhood and Enrollment. The Perkins School is located in the Columbus Park area of South Boston, near the Mary McCormack Public Housing Project. It has a capacity of 342 seats. In 1978/79 it was assigned only 235 students. It was not in compliance with desegregation orders with too high a percentage of White students and too low a percentage of Black and Other Minority students. All but one of the 50 Black students attending were transported.

Facility Condition. The Perkins was constructed in 1926 with an addition in 1952. It is essentially a good building, although half of its regular classrooms are under 800 square feet. It needs to be modernized and renovated, both to improve the heating, electrical, and plumbing systems and improve the building layout providing more small instructional spaces, a better library and classroom support space. It is recommended to be retained as a Base school.

Dever

Neighborhood and Enrollment. Located at Columbia Point, the Dever has a capacity of 608 students. In 1978/79 the enrollment was only 330. It serves one of the Columbia Point geocodes, and was not in compliance with desegregation regulations, having too high a percentage of Other Minority (Hispanic) students. All but 4 of its 125 White students

were transported. The Dever also runs a large bilingual program and two Substantially Separate classes.

Facility Condition. The Dever is a relatively new, well constructed school which opened in 1956. It has 28 large classrooms, but no small instructional spaces for Title I or remedial programs. Its ancillary facilities are generous, including those shared with the McCormack Middle School; including a large play field. The Dever needs some heating and electrical systems modernization. It should be retained as a Base school.

Russell

Neighborhood and Enrollment: The Russell School, built in 1903, sits on the side of a hill in a prominant position on Columbia Road in the Uphams Corner-Jones Hill sub-area. It was assigned 347 students in 1978/79, close to its capacity of 414. It is currently not in compliance with the desegregation order because of its high percentage of Other Minority (Hispanic) students and low percentage of White students. Most White students walked to school; half the Black and Other Minority students were transported. It is located in an area which has seen a recent increase of Hispanic enrollment.

Facility Condition. The Russell building has good support space in addition to classrooms which average about 900 square feet each. Its site is medium-sized, and the building needs only a moderate amount of improvement and modernization (lighting and auditorium) for it to remain in good condition.

Emerson

Neighborhood and Enrollment. The Emerson School is in the Dudley sub-area of Roxbury and is in better condition than either the Mason or Winthrop schools. In 1978/79 it had an assigned enrollment of 216, compared with a capacity of 316. It was not in compliance with desegregation regulations, having too low a percentage of White

students. Very few of its students (22%) required transportation -- few of its Black students, and 2/3 of its 32 White students. The Emerson also contained a bilingual kindergarten.

Facility Condition. The Emerson School, built in 1924 needs moderate amounts of capital improvements. These and other spatial modifications should be scheduled as soon as possible as part of the School Recovery Program. Improvements required include modernization of heating, plumbing, and electrical systems, as well as roofing and other minor work.

Winthrop-Fenwick Replacement (Community School)

The southern area of Roxbury, Sav-Mor, needs a new elementary Community School constructed to replace the Winthrop and Fenwick schools. Possibilities of renovating either are infeasible, as both are of Type IV (wooden) construction, and in very poor condition. Both the Fenwick and Winthrop have very low 1978/79 enrollments (77 and 181 students, including 118 kindergarten students respectively). Both should be closed, the Fenwick in June 1980, and the Winthrop upon completion of the replacement.

The new Community School should be designed with a capacity of 600 seats which would complement the other Base schools in the section, the Emerson and Russell.

Elementary Schools (Support)

O'Reilly

Neighborhood and Enrollment. The O'Reilly School is located near Andrew Square in South Boston, a few blocks from the Perkins School. The 268 seat school was assigned 180 students in 1978/79, 85% of whom were White. The school was not in compliance with desegregation. All but 15 of the White students walked to the school; 21 of 23 enrolled Black and Other Minority students were transported from Columbia Point.

Facility Condition. The O'Reilly was built in 1905, and although of Type I, (fire-proof construction), it needs a substantial investment in heating, plumbing and electrical systems, as well as roofing. In addition, all classrooms in the building are below 800 square feet, it lacks small instructional spaces and adequate support spaces. It is also located on an extremely small site. Given both the minimal provision of facilities and expense of renovation, the O'Reilly is recommended to be considered for closing in 1982.

Clap

Neighborhood and Enrollment. The Clap School is located in Columbia-Savin Hill, not far from the Russell. It has a current enrollment of 300 and a capacity of 316. The school is in compliance with desegregation orders. All of its 83 Black students, except one, are transported as are ¼ of its White students and most of its Hispanic students.

Facility Condition. The Clap is an old (1896) building, Type IV (wooden) construction, which would be difficult to renovate. Its space standards, although slightly above the district averages, show that there are few support facilities. Basement rooms are currently being used for classroom instruction. It is recommended for consideration for closing in 1984.

Winthrop

Neighborhood and Enrollment: The Winthrop School is located in the southern part of Dudley. With a capacity of 486, it was assigned only 181 students in 1978/79, and was not in compliance with desegregation guidelines. Almost half of its Black enrollment was transported along with all but 1 of its 33 White students, 86 children were enrolled in kindergarten programs.

Facility Condition: The Winthrop was built in 1911, Type IV construction, and it is considered too difficult to renovate, although a fair amount of support space exists in the school. The Winthrop is recommended for closing as soon as the replacement is finished. In the meantime it could easily house all students currently at the Fenwick.

Mason

Neighborhood and Enrollment: The Mason School located in northern Dudley, a few blocks from the Emerson, has a capacity of 282 students, but was assigned only 184 students in 1978/79. The school is in compliance with desegregation, however, almost all of its White students are transported.

Facility Condition: A Type I Building and soundly built, the Mason would be possible to renovate for long term use, but does not offer as much long term potential as the Emerson. In addition to heating, plumbing and electrical modernization, spatial changes are needed to make up for its lack of small instructional spaces, and its small classrooms (average 720 square feet each). The Mason should be maintained thru 1986. If enrollments decline at the projected rate or faster, its closing should be considered, otherwise it should be maintained.

Perry

Neighborhood and Enrollment: The Perry School located towards the end of City Point, has a capacity of 256 students. In 1978/79, its enrollment was only 120 students, 27% of whom were transported. All but one Black student were transported, and few White students. The school was not in compliance with desegregation ratios.

Facility Condition: The Perry was built in 1904 and contains ample classroom space and support spaces (an auditorium, library). While generally in fair condition, it has been recommended that windows need replacement, the heating and electrical systems are modernized and the roof is replaced. This investment is excessive by comparison with other schools in the district. The Perry can fulfill a need for school space over the next several years, and should be considered for closing in 1986 if enrollments continue to decline at the rate projected. If, however, the D Street and Columbia Point projects contribute significantly more children to the district, and increasing enrollments above projections, the Perry should be retained.

Recommended Closings: June 1980

Fenwick

Neighborhood and Enrollments: The Fenwick School in southern Dudley is recommended for closing in June 1980. With a capacity of 310 students, it was assigned only 77 students last year, 32 of whom were in kindergarten programs. The school was not in compliance with desegregation ratios. Its enrollment should be combined in the Winthrop until a replacement is available.

Facility Condition: The Fenwick was built in 1912, Type IV construction and is not suitable for reconstruction or renovation. It is a small building with 11 regular classrooms, all of which are under 800 square feet. Although

its recent underoccupancy has allowed the use of classroom space for support activities, it has few designed support facilities. It is also located on a small site. The school is recommended to be closed in 1980.

Bigelow

Neighborhood and Enrollment: Built in 1901, the Bigelow is located two blocks from the new Condon School, and is in the West Broadway area of South Boston. With a capacity of 356 students, the Bigelow was assigned 288 students in 1978/79, including the Advanced Work students. Half of all students were transported, including all but 5 of the 132 Black and Other Minority students. It was not in compliance with desegregation because of too low a percentage of Other Minority students.

Facility Condition: The Bigelow is a Type IV building, with 16 regular classrooms, all over 800 square feet. Although it has considerable support facilities, it is in poor condition and would need a substantial investment for modernization of heating and electrical systems, new windows and complete repainting. With the already large surplus of space in South Boston, and the two new Community Schools within a few blocks, the Bigelow is not needed, and recommended for closing in June 1980.

Tuckerman

Neighborhood and Enrollment: Located at the intersection of 3 streets in the Telegraph Hill area of South Boston, the Tuckerman has a capacity of 256 seats. In 1978/79, it was assigned only 144 students, 70 of whom were kindergarten children. It was not in compliance with desegregation, with only 14 Black students, and 19 Hispanic students, all of whom were transported.

Facility Condition: The facility was built in 1906 and is made up of only 10 classrooms, one of which has been converted to a combination library-school

administration office. All classrooms are smaller than 800 square feet. If it were to remain, the building would need heating, plumbing, and electrical modernization. The Tuckerman is not large enough to function as an effective school and is located on a very small site. It is recommended for closing in June 1980.

VI. Implementation

The following schedule of recommended actions and decisions is based upon the assumptions that adequate funding will be available for recommended construction and renovation, and that in the case of closings, decisions will be taken in December of 1979, 81, 83, and 85 for closings in June of the subsequent years. Priorities for investments are based upon the present conditions and levels of knowledge about each building. For the district as a whole, recommendations are as follows:

NEW CONSTRUCTION:	Replacement Elementary Community School, Winthrop-Fenwick area.
SCHOOL RECOVERY PROGRAM:	Roxbury Middle, Emerson
RENOVATION:	Gavin Middle Russell South Boston High
CLOSINGS:	O'Reilly, Clap, Mason, Perry, Winthrop, Bigelow, Tuckerman, Fenwick, Dearborn
TRANSFERS:	McCormack Middle

YEAR 1 SUMMARY - 1980

DATA:	October 1978 Enrollment
DECISIONS:	To be taken in December 1979
IMPLEMENTATION:	Closings to be effective June 1980. New construction and recovery planning to begin January 1980, in preparation for construction start date June 1981. Repairs and renovations to begin June 1980.
SCOPE:	New Construction: Winthrop/Fenwick Replacement Recovery: Roxbury Middle School, Renovation: Gavin Middle
CLOSINGS:	Tuckerman Fenwick Bigelow

New Construction

Planning for the new community elementary school to be located near the Winthrop and Fenwick should begin in January 1980. First steps are the location and acquisition of an appropriate site, which should be at least 2½ acres, and the preparation of an educational plan for the new building. Both these activities require community participation. Architectural design may begin as soon as the above steps are completed, and will take close to a year. At best, construction may begin in the spring of 1981.

School Recovery Program

In the first year of implementation, planning should commence for the conversion of Roxbury High School into a middle school. This planning should assume a complete renovation of the building, including major spatial changes, such that the completed building will be the equivalent of a new building. Construction should be scheduled to begin in June 1981 and finish by September 1982.

Renovations and Repairs

Renovation planning should begin for the modernization of the Gavin, South Boston High, and the Russell Schools, although priorities will have to be set on a city-wide basis.

Closings

The Tuckerman, Fenwick, and Bigelow have all been recommended for closing in June 1980. October 1978 enrollment levels were significantly lower than the capacity of schools available. There will be adequate space in the remaining base schools for all relocated students. Capacities and 10/78 enrollments are compared in Table 1.

TABLE 6

Elementary Schools in September 1980

	Assignment Capacity	10/78 Enrollment	Rooms
BASE			
Condon	910	698	52
Dever	326	608	28
Emerson	306	216	14
Perkins	342	235	16
Russell	414	347	22
Tynan	540	359	25
Replacement	-	-	-
Total Base	2838	2463	157
SUPPORT			
O'Reilly	268	180	13
Clap	316	300	13
Mason	282	186	13
Perry	256	170	13
Winthrop	486	181	18
Total Support	1608	1017	70
CLOSING			
Bigelow	356	288	21
Fenwick	310	77	13
Tuckerman	256	144	9
Total Closings	922	509	43

Middle Schools in September 1980

BASE			
Gavin	784	796	37
Roxbury Middle	-	-	-
Total Base	784	796	37
SUPPORT			
Dearborn	358	363	17
McCormack	766	722	38
Total Support	1124	1085	55

Summary

	Available Seats Base	Available Seats Total	Projected Enrollment October 1980	% Surplus
Elementary	2838	4446	3315	25%
Middle	784	1881	1662	12%

YEAR 3 SUMMARY - 1982

DATA:	October 1981 Enrollment
DECISIONS:	To be taken in December 1981
IMPLEMENTATION:	Closings to be effective June 1982. Renovation to begin June 1982 (construction start).
SCOPE:	New Construction: None Recovery: Emerson Renovation: South Boston High Repairs: As needed
CLOSINGS:	O'Reilly Elementary
TRANSFERS:	McCormack into District IX

School Recovery Program

Planning for the renovation of the Emerson School will have to begin in 1981 for construction to begin in June 1982. The school will be under construction for an entire academic year, to be reopened in September 1983. Students and staff from the Emerson can be relocated during this construction period in the O'Reilly building, since it will have been closed.

Renovations and Repairs

Renovation planning should begin for required modernization and improvement, as necessary.

Closings

The O'Reilly School can be closed in June 1982 if the October 1981 assigned enrollments are lower than or equal to projections, at the elementary level.

Transfers

If enrollments at the middle level decline at the rate projected, and the Roxbury Middle School is opened for District VI students in September 1982, then at the same time, the McCormack Middle School should be transferred into District IX. A conditional decision should be made in December 1981.

TABLE 7

Elementary Schools in September 1982

	Assignment Capacity	10/78 Enrollment	Rooms
BASE			
Condon	910	698	52
Dever	326	608	28
Emerson	306*	216	14
Perkins	342	235	16
Russell	414	347	22
Tynan	540	359	25
Replacement	600	258**	26 (Est.)
Total Base	3438	2721	183

*May be reduced during renovation
**Includes Winthrop & Fenwick

SUPPORT			
Clap	316	300	13
Mason	282	186	13
Perry	256	170	13
Total Support	854	656	39
CLOSE			
O'Reilly	268	180	13

Middle Schools in September 1982

BASE			
Roxbury Middle	500 (est)	450 (est)	26
Gavin	784	796	37
Total Base	1284	1246	63
SUPPORT (Transfer to Dist. 9)			
McCormack	766	635**	38
CLOSE			
Dearborn	358	- *	17

*Included in Roxbury Middle
**87 students included in Roxbury Middle

Summary

	Available Seats Base	Total	Projected Enrollment October 1982	% Surplus
Elementary	3438	4292	3011	30%
Middle*	1284	1475	1254	15%

*Includes 25% of McCormack

YEAR 5 SUMMARY - 1984

DATA:	October 1983 Enrollment
DECISIONS:	To be Taken December 1983
IMPLEMENTATION:	Closings to be effective June 1984. Renovations to begin June 1984.
SCOPE:	New Construction: None Recovery: None Renovation: Russell School Repairs: As Necessary
CLOSINGS:	Clap Elementary

Renovations and Repairs

Renovation planning for the Russell and other schools should begin in 1983 for construction to begin in June 1984. If possible, renovation of the Russell should take place in the summer months. If not, the nearby Clap building should be used to hold the Russell students and program for as long as is required.

Closings

The Clap School is recommended for closing if October 1983 enrollment levels remain under 3000 elementary students.(including Kindergarten). This will allow use of the building to the program at the Russell during construction.

TABLE 8

Elementary Schools in September 1984

	Assignment Capacity	10/78 Enrollment	Rooms
BASE			
Same as in 1982			
Total Base	3438	3230	183
SUPPORT			
Mason	282	186	13
Perry	256	170	13
Total Support	538	356	26

Middle Schools in September 1984

BASE			
Same as in 1982			
Total Base	1284	1085	

Summary

	Available Seats Base	Available Seats Total	Projected Enrollment October 1983	% Surplus
Elementary	3438	3976	2905	27%
Middle	1284	1284	1155	10%

YEAR 7 SUMMARY - 1986

DATA:	October 1985 Enrollment
DECISIONS:	To be taken December 1985
IMPLEMENTATION:	Closings to take effect June 1986
SCOPE:	Renovations as needed
CLOSINGS:	Perry, Mason Elementary Schools

Closings

The Perry and Mason Schools should be recommended for closing in December 1985 if elementary enrollment levels remain lower than 2,900, including kindergarten. If, due to various uncertainties, enrollment levels are higher, one or both schools should be retained and redesignated as Base schools.

VII. Comparison to District Recommendations

The District Planning Group recommended that all schools be considered Base schools, and that no closings occur. This position is untenable in light of the already reduced enrollment and substantial surplus of space. The District Superintendent recommended that the following schools be designated Base, Support, and recommended for closing in 1980/81:

Base	Support	1980/81 Closing
Condon	Clap	Bigelow
Tynan	O'Reilly	Fenwick
Dever	Tuckerman	
Emerson		
Mason		
Perkins		
Perry		
Russell		
Winthrop		
Gavin Middle	Dearborn Middle	
McCormack		

The recommended plan differs from the District Superintendent's recommended plan in the following ways:

1. Tuckerman School is included as a June 1980 closing.

2. A Winthrop-Fenwick replacement is proposed in place of the old Winthrop School being designated a Base school.

3. Roxbury High School is proposed to be renovated for a district middle school, and the McCormack eventually transferred to District IX in place of the Dearborn closing and McCormack and Gavin being retained as Base district schools.

4. The Perry and Mason are considered Support schools, instead of Base schools. Their future use is dependent upon the actual enrollment trends.

Community District 7

I. Introduction & Summary of Recommendations

Major Problems and Issues

In the five years ending 1984 the public school enrollment in District 7 is projected to decline by 17% to 83% of its 1978/79 level; with the entire decline taking place at the elementary and middle levels. High School enrollment will remain constant throughout the period and decline thereafter. The district plan takes into account the proposed reorganization of support programs at the elementary level, as well as a number of special circumstances unique to District 7, listed below. These are in addition to those general principles described in the introduction to this document.

1. Six out of fourteen schools in the district have been built since 1960; three were constructed prior to 1900. The abundance of new, large and in 2 cases community schools, places severe restrictions on possibilities for school closings, and the resulting locations for long term schools.

2. The enrollment from the district is concentrated in the center of the district in the South End/South Cove. Roxbury and Charlestown each contribute less than 15% of the total district enrollment.

3. At the elementary school level there are no district schools in Roxbury but three schools in Charlestown.

4. At the middle school level, there are 4 schools, three full sized schools; one in Roxbury, one in Charlestown and one in the North End, in addition to the K-8 program at the Bancroft. There will be a need to close one of the three schools by 1986.

5. At the high school level, there are two schools, a new facility in Charlestown which is significantly under-utilized, and the older Roxbury High School, which is not needed for capacity.

6. Students from several areas in the South End and Roxbury are currently assigned to schools in Charlestown for their entire school career. This combined with the locations of new schools presents an initial inequity in both the location of facilities and the burdens of transportation.

7. Several of the older schools retained as Base, need both a major recovery and a redefinition of their capacity.

These factors combined with the overall aim of matching facilities to current and projected needs, maintaining both equity and desegregation within the district have formed the basis of the facilities plan for District 7. The recommendations are summarized below.

Summary of Recommendations

1. High Schools

The Charlestown High School is recommended to be the Base high school for District 7. Its capacity is sufficient for the District enrollment, assuming overall shifts in city-wide high school enrollment, and places available in the new Madison Park High School which is located in Roxbury.

The Roxbury High School is recommended for closing in June 1980 and to be transferred to District 6 for use as a middle school. The geocode in which the school is situated, #281, will also be transferred although students currently enrolled in a District 7 school should be able to continue their education at that school, according to current assignment policies.

2. Middle Schools

The Timilty and Edwards/Michelangelo replacement are recommended to be the two Base middle schools for District 7. These two schools, located at either end of the district will provide sufficient space for the long term needs of District 7. The Timilty is recommended for a major renewal/renovation to begin in 1980; the Prescott School, which after 1985 will not be needed as a district elementary school is recommended for conversion to middle school use when the Edwards and Michelangelo can be consolidated and moved. The Bancroft should continue as a K-8 school until 1982 when it is recommended to be closed for a major renovation, and reopened as a K-5 school.

3. Elementary Schools

At the elementary level, 6 schools have been recommended as Base schools. The Eliot is recommended to be part of the school recovery program, and the Bancroft is recommended for a major renovation beginning in 1982. The remaining 4 elementary schools were all constructed recently. The resulting pattern of schools places the concentration of long term Base schools where the majority of District 7 students reside, in the South End/South Cove area. The Prince is recommended for closure in 1982 and the Prescott in 1984. The Bunker Hill alone is recommended for closing in June 1980.

Base	Support (year of closing)	Recommended for June 1980 closing
Bancroft	Prince (1982)	Bunker Hill
Blackstone	Prescott (1984)	
Eliot		
Hurley		
Kent		
Quincy		

II. Existing Conditions

Neighborhoods:

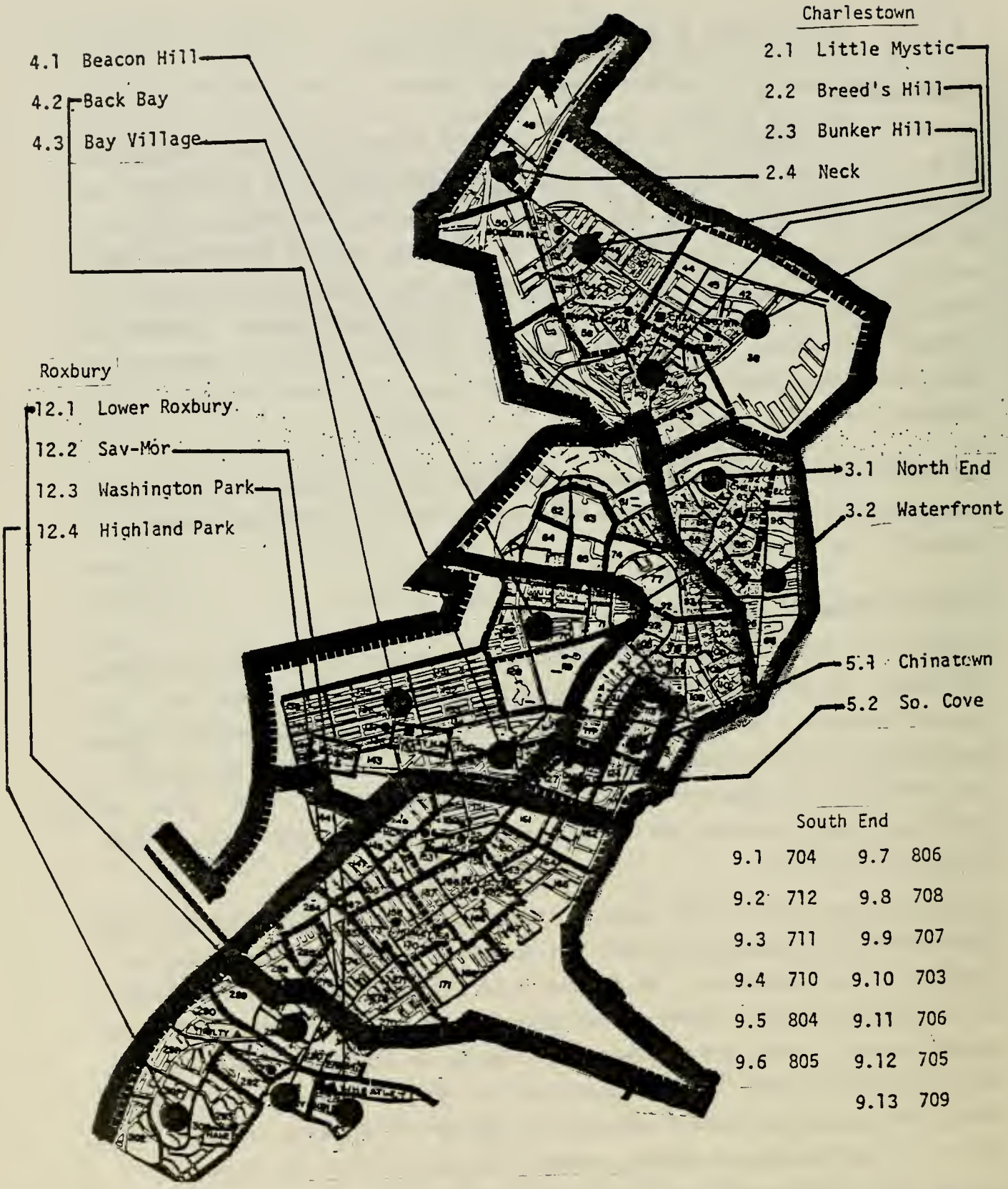
District 7 is composed of the central downtown Boston area, the neighborhoods of Back Bay, Beacon Hill, Bay Village, Government Center, the Waterfront, North End, Chinatown, South End, part of Roxbury, and Charlestown. Several of these areas, Back Bay, Beacon Hill, Bay Village, and the Waterfront enroll very few children in the public school system, while others, such as the North End show a large decline in their enrollment contribution. Others, including Charlestown, the South End, Roxbury and Chinatown show a more stable enrollment contribution, which has been declining at a rate similar to the city-wide decline.

The neighborhood definitions used in this analysis are based upon the neighborhood sub-areas and planning areas developed by the Boston Redevelopment Authority and shown on Map 1.

Current Enrollment Patterns

Overall, the school age population currently enrolled in public schools is 41% Black, 26% White and 33% Other Minority including many Hispanic and Chinese Students. As can be seen on Map 2, students from Charlestown, Back Bay, Beacon Hill, the North End and the Waterfront are predominatly White. The enrollment from Roxbury is predoninantly Black, while 45% of those students residing in the South End are Other Minorities, predominantly Hispanic, 45% Black and 10% White.

In terms of the location and quality of District schools, the South End and Charlestown are currently favored. Of the three newest Community Schools, the Kent is in Charlestown, the Quincy is in Chinatown, and the Blackstone is in the South End. Located in Roxbury are Roxbury High School and Timilty middle school. There are no elementary schools in Roxbury. Charlestown, which contributes only 14% of the district's enrollment (see Table 1), has 29% of the elementary school capacity and 38% of all available seats. The South End and Chinatown combined currently produce 68 % of the district enrollment in all schools and have 55% of the elementary school capacity. There is currently an inequitable burden of transportation placed on some students who must travel from Roxbury or the South End to Charlestown for all levels of their education, grade 1 through grade 12.



DISTRICT 7 BRA Planning Areas

MAP 1

UFP 1979

Planning District Boundaries

Planning Sub-areas

DISTRICT 7

UFP 1979

Map 2

Predominant Racial/Ethnic Character of Public School enrollment in each geocode, October 1978.

Black

Other

White

Enrollment Patterns 1978-79

Neighborhood	School	Assignment Capacity	Assigned Enrollment	Surplus	% Surplus
Charlestown	Bunker Hill	284	161	123	
	Harvard-Kent	528	365	163	
	Warren-Prescott	488	394	94	
	Total	1300	920	380	
North End, Waterfront	Eliot	392	296	96	
	Total	392	296	96	
Back Bay, Beacon Hill, Bay Village	Prince	310	177	133	
	Total	310	177	133	
South End	Blackstone	866	672	194	
	Hurley	468	408	60	
	Bancroft (K-8)	336	316	20	
	Total	1670	1396	274	
Chinatown	Quincy	750	675	75	
	Total	750	675	75	
District Total		4422	3464	958	

Table 1

nrollment and Capacity
n Planning Neighborhoods
istrict

(page 1 of 2)

978-79	Neighborhood: Charlestown	North End Waterfront	Back Bay, Beacon Hill, Bay Village	Chinatown
Public Enrollment	1164 (14%)	234 (3%)	386 (5%)	639 (8%)
District Enrollment	809	164	275	471
Elementary				
Middle				
High				
Elementary Schools	3	1	1	1
Rooms	61 (28%)	18 (8%)	15 (7%)	38 (18%)
Seats	1300 (29%)	392 (9%)	310 (7%)	750 (17%)
Enrollment	920 (27%)	296 (9%)	177 (5%)	675 (20%)
Middle Schools	1	1	0	0
Rooms	26 (38%)	20 (29%)	0	0
Seats	598 (39%)	424 (28%)	0	0
Enrollment	486 (37%)	320 (24%)	0	
High Schools	1	0	0	0
Rooms	42 (62%)			
Seats	902 (62%)			
Enrollment	482 (42%)			
Total Schools	5	2	1	1
Rooms	129 (39%)	38 (11%)	15 (5%)	38 (11%)
Seats	2800 (38%)	816 (11%)	310 (5%)	750 (10%)
Enrollment	1888 (32%)	616 (10%)	177 (3%)	675 (11%)

Table 2

Enrollment and Capacity in Planning Neighborhoods

District 7

1978-79

(page 2 of 2)

	Neighborhood			
	South End	Roxbury		
Public Enrollment	4907	923		
District Enrollment	3621 (60%)	681 (11%)		
Elementary				
Middle				
High				
Elementary Schools	3	0		
Rooms	84 (39%)	0		
Seats	1670 (38%)	0		
Enrollment	1393 (39%)	0		
Middle Schools	0	1		
Rooms	0	23 (33%)		
Seats	0	494 (33%)		
Enrollment	0	504 (38%)		
High Schools	0	1		
Rooms	0	26 (38%)		
Seats	0	544 (38%)		
Enrollment	0	670 (58%)		
Total Schools	3	2		
Rooms	84 (24%)	49 (14%)		
Seats	1670 (23%)	1038 (14%)		
Enrollment	1393 (23%)	1174 (19%)		

Table 2

In 1978/79, 958 surplus seats at the elementary level. Some of these would be eliminated by the proposed changes to the Eliot school. If District-wide educational support programs are established they would also use some of this current surplus. Table 1 presents the location of current surplus for all schools, and as a percent of each school's capacity.

District 7 has 3 middle schools, the Timilty in Roxbury, the Michelangelo in the North End, and the Edwards in Charlestown. Currently only the Timilty is operating at capacity. The other two each have approximately 100 surplus seats each. All three schools need substantial investments if they are to be considered as long term schools.

The district has two high schools, one in Roxbury and one in Charlestown. Roxbury High needs a substantial renovation and Charlestown is a new building, opened recently. According to projections, the Charlestown High facility will be sufficient for all District 7 students by 1988/89, however with Roxbury High remaining open, Charlestown will remain under enrolled by several hundred students. There are several magnet high schools including the new Madison Park complex in the district 7 geographic area (see next section), however only 27% of District 7 resident students attend the District 9 schools.

Enrollment Projections: Uncertainties

Within District 7 are two major projected family housing developments. IBA is proposing an extension to the Villa Victoria development in the South End, which could add 197 family units. The Lower Roxbury Community Corporation is planning the development of 156 family units in Roxbury. Together, if these projects are completed, they could add up to 700 children age 1-21 to the district, many of whom would probably attend district schools. These are not expected to be ready for occupancy for at least 4 to 6 years. Longer range areas of development potential include the Tent City site in the South End and possible renovation at Cathedral, the BHA Housing development in the South End.

On the negative side, continued gentrification of both the North End and South End, as well as Highland Park could tend to decrease enrollment below projected levels. The North End has already seen its public enrollment half since 1976. There has also been considerable aging of the Roxbury population, which has led to a decreased elementary enrollment, and a stable secondary

enrollment, which can be expected to decline as the smaller numbers of children get older and move thru the school system.

Special Programs and Administration

1. Bilingual Education District 7 has a substantial number of bilingual students enrolled in its schools — 1056 students or 18% of the total District enrollment. Include languages are Chinese (488 students — all grades); Spanish (502 students — all grades); and Italian (60 elementary and middle students). These programs are currently run at the Blackstone (K), Eliot (1-5), Kent (1-5, Prince (1-5), Quincy (K-5), Timilty (6-8), Michelangelo (6-8), Edwards (6-9), and Roxbury High School (9-12). There are no bilingual programs which would be relocated in 1980-81 except for those at Roxbury High School.

2. Substantially Separate There are 182 substantially separate children; K-12, in District 7. Programs are located at the following schools: Bancroft (6 students), Blackstone (21), Eliot (17), Hurley (11), Kent (15), Prince (7), Quincy (21), Prescott (20), Timilty (16), Michelangelo (14), Edwards (5), Charlestown High (7) and Roxbury High (22).

   There is a special needs vocational training program currently operating at Charlestown High School with city-wide enrollment which can be expected to grow slightly in the next several years. Enrollment in this program should be carefully monitored so that adequate space is available in the building for District 7 high school students.

3. Barrier Free Access Currently, the new elementary schools, Blackstone, Quincy and Kent, as well as Charlestown High offer barrier free access to the physically handicapped.

4. Advanced Work There were 119 advanced work students in 1978/79. 89% of these students are in the elementary grades, and were assigned to the Quincy School. The 30 middle school students attended the Timilty School.

5. District Offices District administrative offices are located at the Quincy School. The space available is not sufficient for current and projected staffing levels. It is recommended that adequate space be made available in the Lincoln School for District offices combined with the proposed Educational Support Center.

6. Magnet Schools There are three magnet high schools within the district, two middle schools, one elementary school, and four schools, as listed below:

Elementary		Middle		High	
Hale	(230)	Wheatley	(348)	Copley High	(560)
		Mackey	(478)	Boston High	(698)
				Madison Park High (new)	(2298)

Special Schools

Occupational Resource Center
Another Course to College, Peter Faneuil Building,
English Language Center, Lincoln School.
Carter School

7. Past closings There have been 11 schools closed in the past 10 years, three each in Charlestown, the South End, and Roxbury, and one in South Cove. Many of these have been replaced by new schools, particularly in Charlestown, the South End and South Cove. In addition Hale elementary was recently transfered into District 9.

III. Planning Targets: Enrollment Projections

Overall enrollment is projected to decline in District 7 schools by 17% in 1983/84. Most of this decline will occur at the elementary (25%) and middle levels (20%) with the high school enrollment remaining relatively constant; growing slightly thru 1980 and declining thereafter. High School projections do not take into acount possible changes in Distrct 7, High schools or the contribution to the new Madison Park School.

At the elementary level enrollment has declined slightly from 3800 to 1976 to 3400 in 1978. This decline is projected to continue as fewer kindergarten and 1st grade children enter the system. Table 3 presents a summary of the projected enrollment at each level and the rooms required for those students, taking into account special programs and an amount of allowable surplus. The number of classrooms required at the elementary level has been revised from the Planning Manual reflecting a better knowledge of District 7 special programs.

Planning Targets: Enrollment Projections

Enrollment Projections

October Assigned Enrollment

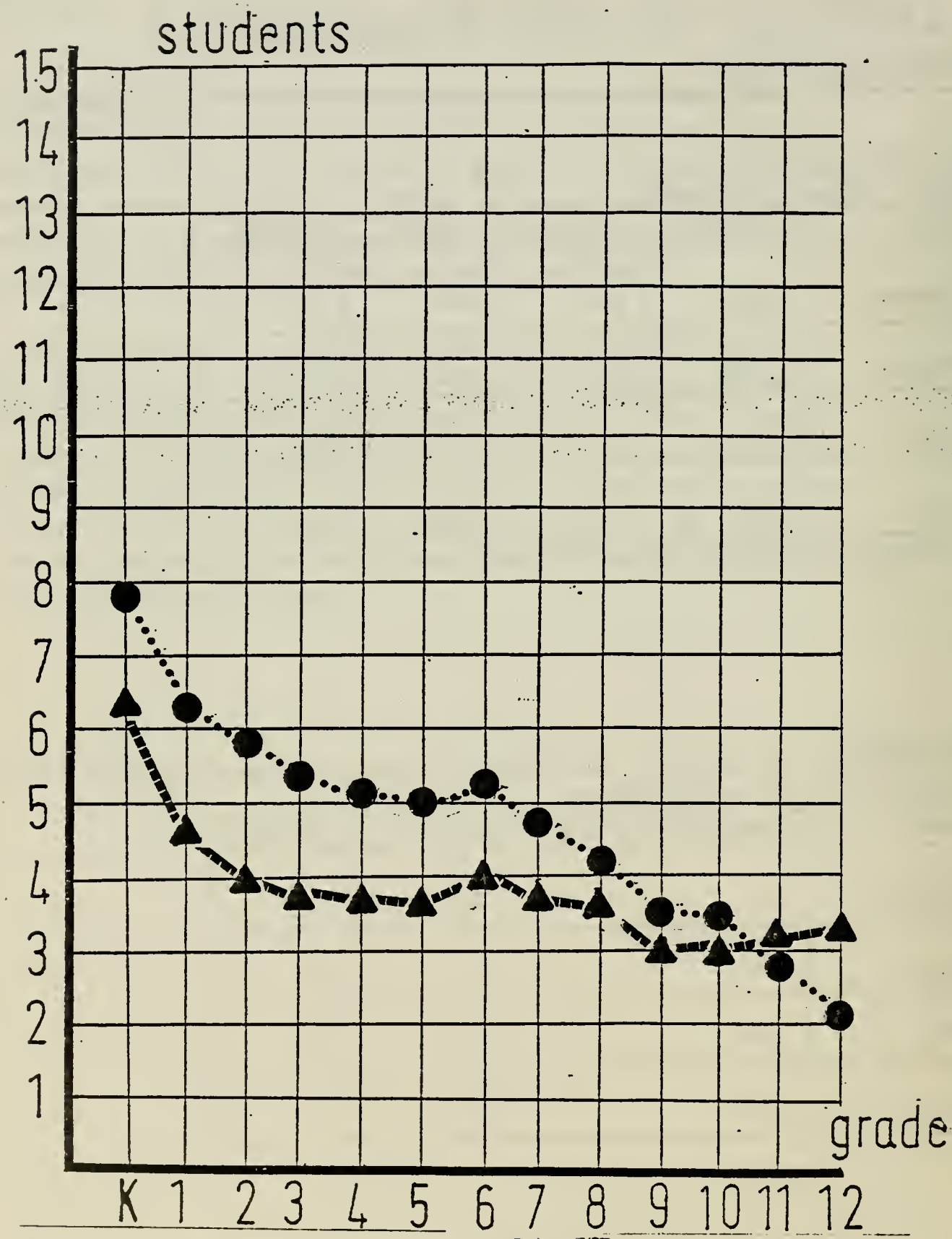
Level	1978-79 *	1981-82	1983-84	1988-89
Elementary	3473	2884	2604	--
Middle	1394	1225	1124	798
High	1151	1317	1241	920
Totals	6018	5426	4967	--

* Actual Assigned Enrollment, October 1978

Room Demands

Rooms required, at each level, to accomodate projected assigned enrollment, including assignments to all special programs.

Level	Rooms Available 3/1979	1983-84	1988-89
Elementary	216	162	--
Middle	69	58	41
High	68	66	49
Totals	353	286	--



Comparative Enrollment by Grade
District Seven

Numbers in hundreds of students
*Based on October 1978 Dept. of Implementation figures.
**Based on Harbridge House projections of July 1979.

1978 Enrollment by Grade*

1983 Enrollment by Grade**

IV. Planning Strategy

The plan for District 7 realigns both the quantity and quality of schools throughout the district such that the Base pattern more closely corresponds with current and projected enrollment densities. Within the plan are major renewal/renovation elements, program change capabilities, and a movement towards a greater racial/ethnic equity in the location of and access to all levels of education. The planning strategy assumes a single district high school, located in Charlestown, two district middle schools - one in Roxbury and one in Charlestown, both scheduled for major renovations. At the elementary lavel, the newer, better schools are maintained, together with the Eliot and Bancroft, both of which are scheduled for major renovation in a pattern which establishes a greater relationship between the locations of students and the locations of schools.

High Schools

Charlestown is recommended to be the only district high school, a consideration based upon the assumption that District 9 schools, including the new Madison Park are able to serve a substantial number of district 7 students. Madison Park is located in Roxbury, close to the old Roxbury High School, and can serve the needs of the area for a high school, while the building will be reused as a District 6 middle school, thus avoiding the potential of another unused building in the Roxbury area. A clear relocation plan for those students is required.

Middle Schools

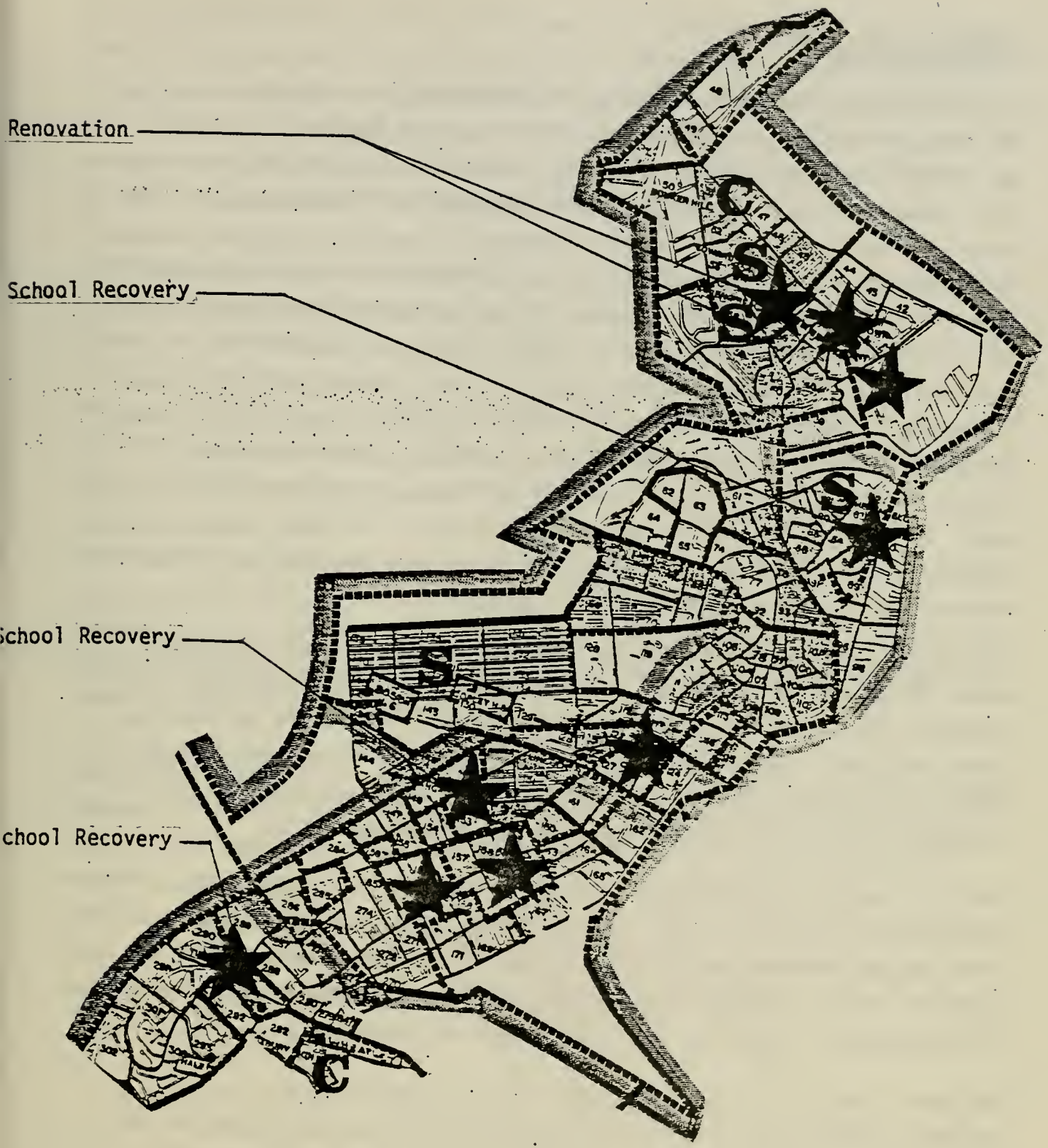
All the middle schools in District 7, would need a substantial amount of repair and renovation if they were to be considered as long term schools. The strategy is to provide District 7 with quality middle schools which are intended for long term use. During the interim period required to realize the long term plan, the current district middle schools should continue to be utilized.

The Timilty is recommended as a Base Middle School, and is in the school recovery program. The Prescott School, which is currently and elementary school, is recommended as the second middle school for the district. The Prescott will replace the Edwards and Michelangelo Schools which should be closed once the Prescott is ready for occupancy, probably in 1986 or 1987.

The Michelangelo is projected to be needed for an interim 5 - 7 year period. The Bancroft should be converted from a K-8 to a K-5 after its renovation in order to maintain an adequate supply of elementary space in the district.

The decision to maintain two middle schools in the district is based upon a strategy of school facilities which will be appropriate for projected and current enrollment levels. Three middle schools will be required in District 7 at least thru 1986, thereafter only two. At this point, the Timilty will have been renewed, and the Prescott will be a recent building converted from elementary to middle school use. All necessary modifications should be programmed near the date of conversion to insure that then current educational programs can be accommodated.

The use of the Prescott instead of the Michelangelo or Edwards as the second district middle school will insure that the best quality facility is retained for long term use. Both the Michelangelo and the Edwards should be maintained in the interim for continued use as middle schools. The 6-8 program at the Bancroft will be phased out by 1982, when the Bancroft is closed for a major renovation. Afterwards, its full capacity will be needed for elementary school use.



DISTRICT 7
UFP 1979

Map 3: Recommendations

★ Base

S Support

C 1980 Closing

Elementary Schools

Map 3 shows the recommended pattern of Base and support schools, along with the one proposed for closing in June 1980. The Base Schools, including the Kent, Blackstone, Hurley, and Quincy, with the renovated Bancroft and Eliot provide adequate capacity for the projected 1983/84 elementary enrollment. The location of these schools distributes the total capacity throughout the district roughly in proportion to the enrollment contributions of sections of the district. Charlestown, which currently contributes 14% of the district enrollment will contain 16% of the Base elementary seats in the Kent alone. In the South End, South Cove, and Roxbury, will be located 73% of the elementary seats. The combined enrollment contribution of these neighborhood areas is currently 78%. The remaining areas of District 7 contributes only 9% of the total district enrollment, comparable with the number of seats in the Eliot School, which is 11% of the Base capacity of the district. This number of seats will also be reduced downwards to reflect design and programming changes in the school.

The planning strategy aims to retain the best facilities, and facilities which can be renovated to provide an adequate educational environment, in locations within the district where students are located. In additon, the newer facilities are recommended to be more equitable shared among levels. Details of individual school proposals and and implementation will be discussed in the following sections, and are summarized below.

The Eliot School is recommended for a major renewal and redefinition of its capacity beginning in 1980. This work should guarantee to both the North End and the enrolled students a long term quality facility. It is important that at least one active school remain in the North End, both for neighborhood stability, and to serve any new potential students.

The Kent, Blackstone, Quincy and Hurley are all relatively new and can continue to serve both their adjacent neighborhoods and transported students. These schools are all in excellent condition although built on extremely small inner city sites. Indoor recreation facilities at the Kent, Quincy and Blackstone are all abundant.

The Bancroft School, located in the former Rice Building is the second oldest school in Boston, and with the closing of the Bunker Hill, will be the oldest. The site is ideal for a medium sized elementary school, both in relation to enrollment concentrations in the district and in relation to its immediate surrounding. The Bancroft is recommended for a major renovation to begin in 1982, and to operate as a Base school thereafter.

The Bunker Hill School is recommended to be closed in June 1980 on account of both its poor condition and location in the district. Similarly, the Prince is recommended as a support school, to be considered for closing in 1982. The building is old, would need a substantial quantity of renovation, but is located in an area where there are very few public school students. Only 28 students from the Back Bay attend the Prince. Without the Prince, Back Bay would continue to contain both Copley High and Boston High.

The Prescott is recommended to be a support school school to be considered for closing in 1984, to be renovated as a middle school. The school is not needed either to satisfy the district-wide space requirements, or the enrollment contribution of Charlestown. With appropriate modifications it will make an excellent middle school.

The resulting pattern of Base schools, and the implementation of each closing/renovation decision allow enough slack in the elementary level for continuation of all programs and for any possible program changes, including and expansion of district-wide support activities in art, music, theatre or science. With the relocation of the District offices out of the Quincy and into the Lincoln, there will be adequate slack space in the Base schools to accommodate an enrollment higher than projected in 1983/84.

Enrollment and Capacity in Planning Neighborhoods

District 7

1983-84

	Neighborhood			
	Charlestown	North End, Waterfront	Back Bay, Beacon Hill, Bay Village	Roxbury, South End, Chinatown
Public Enrollment (78)	1164 (14%)	234 (3%)	386 (5%)	6469 (78%)
District Enr. (est.)	783	158	266	4622
Elementary				
Middle				
High				
Elementary Schools	1	1	0	4
Rooms 168	29 (17%)	18 (11%)	0	121 (72%)
Seats 3314	528 (16%)	392 (12%)	0	2394 (72%)
Enrollment				
Middle Schools	1	0	0	1
Rooms 47	24 (51%)	0	0	23 (49%)
Seats 982	488 (50%)	0	0	494 (50%)
Enrollment				
High Schools	1	0	0	0
Rooms 42	42 (100%)	0	0	0
Seats 902	902 (100%)	0	0	0
Enrollment				
Total Schools	3	1	0	5
Rooms 257	95 (37%)	18 (7%)	0	144 (56%)
Seats 5198	1918 (37%)	392 (7%)	0	2888 (56%)
Enrollment				

Table 5

V. School by School Analysis

CHARLESTOWN HIGH SCHOOL

Neighborhood and Enrollment: Located in Charlestown, with a capacity of 902 students, the new high school was assigned only 482 students last year. Of these 42% were Black, 46% White and 11% Other Minorities. The school was not in compliance with desegregation ratios, having too high a percentage of White students, and too low a percentage of Other Minorities: Most Black and Other Minority students were transported from the South End and Roxbury. In addtion, a new Special Needs Vocational Education and Electrical Vocational Education program were also established at the school.

Facility Condition The Charlestown high school is a new building with adequate facilities for an enrollment of 900 students. It is recommended to be the District 7 high school.

ROXBURY HIGH SCHOOL

Neighborhood and Enrollment: Roxbury High School, built in 1913, has a capacity of 544 students. In 1978-79, 670 students were enrolled; 48% Black, 19% Asian, 23% Hispanic and 9% White. The school is not in compliance with desegregation regulations. 80% of the assigned students did not require transportation. Those who did were predominately White or Other Minorities.

Facility Condition The building is old and needs a substantial renovation, as well as a new heating plant. Improvements have recently been completed to plumbing and electrical systems. The yellow brick building is an important landmark in the area, and should be retained by the School Department for school use. It is not however, necessary as a high school for District 7. The decision to close Roxbury High School as a District 7 school is also based on the need to fully use all school resources within the district, particularly the new Charlestown facility. Maintaining both high schools will continue to produce the uneven enrollment patterns currently existant, which are inequitable and not in compliance with desegregation.

MIDDLE SCHOOLS

TIMILTY (BASE)

Neighborhood and Enrollment: Located in Highland Park, the Timilty Middle School with a capacity of 494, had 504 students assigned in 1978/79. It was not in desegregation complicance, as it had too high a percentage of Black students and too low a percentage of Other Minorities. 27% of the students were transported, 99 of the 107 White students, predominatly from Charlestown and Back Bay/Beacon Hill, and a few of the Black and Other Minority students.

Facility Condition: The Timilty, although built in 1937, needs a substantial investment to heating, plumbing, electrical systems, and windows. These and any needed spatial changes should be undertaken at once, as part of the general recovery program. Thereafter it should continue as a Base school with a capacity near 500.

EDWARDS (SUPPORT)

Neighborhood and Enrollment: Located in the Bunker Hill area of Charlestown, the Edwards was assigned 486 students in 1978-79 from Charlestown and the South End, including Castle Square, Villa Victoria , and Meth-Union and Roxse Homes.

The school was underenrolled, with a capacity of 598 students. It was in compliance with desegregation ratios ; all but 15 of the 362 Black and Other Minority students needed transportation, whereas only 18 White students out of 124 were transported.

Facility Condition: A basically sound building of 26 rooms, the Edwards needs a substantial investment in heating, electrical and plumbing systems, as well as some classroom modernization, re-roofing, and re-flooring.

Short term improvements should be made to critical aspects of the building for a projected 5-8 year life, after which time the Prescott School should be converted to a middle school, and the Edwards closed. The Prescott School should be converted to a middle school, and the Edwards closed. The Prescott is a newer, superior building, and its conversion would be a better long term investment.

MICHELANGELO (SUPPORT)

Neighborhood and Enrollment: Located in the North End, the Michelangelo has a capacity of 424 students and was assigned only 320 students in 1978-79. These students were from the North End, Waterfront, Chinatown, and the South End, including the Cathedral Housing Project. The school is currently in compliance with desegregation ratios. The current surplus space in the Michelangelo will increase as the number of enrolled children from the North End/Waterfront continues to decline. There were half as many public school students in these areas in 1978 as there were in 1976.

Facility Condition: The Michelangelo was built in 1919 with addtions in 1921 and 1930 and is the oldest middle school in the district. Its capital improvement requirement include improvements to windows, heating, and plumbing.

BANCROFT

Located in the South End, the Bancroft School was assigned 79 grade 6-8 students in 1978-79. The middle school program was recommended to be phased out of the school when the building is renovated. See discussion below.

ELEMENTARY SCHOOLS: BASE

BANCROFT

Neighborhood and Enrollment: The Bancroft is located in the former Rice School Building in the South End. With a capacity of 336, the school was assigned 316 K-8 students in Octover, 1978. All of these students came from contiguous geocodes, although 12 required transportation. The enrollment was not in compliance with desegregation ratios because of a low percentage of Other Minorities.

Facility Condition: The Bancroft is the second oldest facility in District 7 and the city. To be retained as a Base school the building needs to be substantially renovated. Work must include fireproofing, heating and electrical systems as well as spatial modifications. Within the shell of the building is a substantial quantity of classroom and support space, for a school of 336 students. The building should be vacated in June 1987 in preparation for a major renovation as an elementary school.

QUINCY

Neighborhood and Enrollment: Built in 1976, the new Quincy Community School is located at the edge of Chinatown and along the Mass Turnpike, which divides the South End from downtown Boston. The school has a capacity of 750 students and was assigned 675 in 1978-79. Its students are assigned from Highland Park in Roxbury, Castle Square in the South End, Beacon Hill and part of Charlestown. In addition it runs a substantial Bilingual Program in Chinese. It is currently not in compliance with desegregation ratios, with too high a percentage of Other Minorities and too low a percentage of Black students. Almost all Black and White students are transported.

Facility Condition: The Quincy is in very good condition, needing no modernization to building systems. A few spatial changes have been requested— to the library and fences on the roof which need work before the roof can be completely safe for play.

HURLEY

Neighborhood and Enrollment: The Hurley School, located between Springfield and Worcester Streets in the South End, has a capacity of 468 seats. In 1978-79, the school was assigned 408 students, 69% of whom walked. Half of those transported were White, making up all but 7 of the total White enrollment. One fourth (49) of the Black Students required transportation. The school was not in compliance with desegregation ratios. The percentage White enrollment was low. The Hurley also contains a 6 room bilingual program in Spanish.

Facility Condition: The building was built in 1962 and is in good condition. Its modernization costs are relatively low per student seat. Classrooms average above 800 sq. ft. per room. There are also sufficient small instructional spaces for Title I, remedial work, etc. Although there has been some rearrangement of spaces, the building has adequate support facilities to continue as a Base school. For a newer school, its operating costs are relatively low — at the city-wide mean.

KENT

Neighborhood and Enrollment: Located in the Little Mystic sub-area of Charlestown, the Kent School was built in 1972. Although its capacity is 528 seats only 365 students were assigned from Charlestown, Castle Square, and Roxbury in 1978-79. The school is not in compliance with desegregation ratios because of too high a percentage of White and Other Minority students and too low a percentage of Black students. There is a 7 room bilingual program in Chinese that serves 99 students. 85 out of the 89 assigned Blacks require transprotation; as do 140 of the 145 Other Minority students (Chinese and Hispanic). An additional 100 students could comfortable be accommodated at the Kent.

Facility Condition: The Kent was opened in 1972, and is in very good condition. Minor improvements needed for the Kent include the following items: ceiling and roof work, and minor exterior alterations. No improvements were requested by the District Planning Group. The school has adequate ancillary support spaces including reading, art, music and a Home Economics room. The Kent is one of the better physical facilities in District 7.

SUPPORT SCHOOLS

PRESCOTT

Neighborhood and Enrollment: Located in the Bunker Hill sub-area of Charlestown, a few blocks from the old Charlestown High School, the Prescott has a capacity of 488 seats. It was assigned only 398 students in 1978-79 and was not in compliance with desegregation ratios. Its ratios were low for Black enrollment and high for White enrollment. Although its assigned geocodes include Chinatown and Bay Village, most Asian students seem to be attending the Kent and/or Quincy bilingual programs. All but 1 of its Black students and all but 2 of its Other Minority students were transported.

Facility Condition: Built in 1963 the Prescott has 21 classrooms. Of these 18 are close to 800 square feet and 3 are larger. While it has no assignable, small instructional spaces, it does have an auditorium, a multi-purpose room, cafeteria, and a gymnasium. The building needs relatively small amounts to be expended on capital improvements.

The Prescott is needed at the elementary level through 1984. At this time, the Prescott would be better suited to middle school use than closing. It is a better building than the Edwards, and should be maintained by the school department for long term use as an educational facility. Conversion would accomplish this while improving the quality of middle schools in the city.

PRINCE

Neighborhood and Enrollment: Located on Newbury Street in Back Bay near Copley Square, the Prince School should be considered for closing as an elementary school in 1982. The Prince has a capacity of 310, and was assigned only 177 students in 1978-79. Its percentage of Hispanic and Oriental students was too high to be within desegregation ratios. From 18 geocodes, which include all of Back Bay, there were only 9 kindergarten children and 29 children K-5 who walked to school. The bilingual Spanish program served 73 students. The Prince is located in an area in which there are very few children attending the public school system. A total of 93 (K-12) students reside in Back Bay and attend the public school system: only 43 students are in grades 1-5, and a proportion of these students attend magnet schools.

FACILITY CONDITION: The Prince is an old school, built with the cevelopment of the Back Bay in 1875. It is a Type IV structure, and would need substantial renovation if it were to be designated as a Base School. Its support facilities are not nearly as extensive as those in the Bancroft. Capital expenditures required for the Prince would result in the maintenance of a school on a small site in a location where few students reside. The Prince should remain in operation until 1982 when it should be closed, conditional upon actual enrollments declining at the projected rate.

RECOMMENDED FOR CLOSING JUNE 1980

BUNKER HILL

Neighborhood and Enrollment: The Bunker Hill School is located at the Western extremity of Charlestown. It has a capacity of 284 students, and yet in 1978/79 was only assigned 181 students: 35 kindergarten and 126 grades 1-5 students. The Bunker Hill had too high a percentage of White students and too low a percentage of Other Minority students to be in

compliance with desegregation ratios. All of its 62 Black students required transportation, as did 85% of its 32 Other Minority students. Over 20% of its 67 White students required transportation.

Facility Condition: Built in 1866, the building is the odest surviving school in Boston and is of Type IV construction. It has only 11 regular classrooms, little support space, no ancillary facilities, and is in very poor condition. It is recommended to be closed in June 1980, creating few relocation problems, and avoiding the problem of adding necessary ancillary facilities.

VI. Implementation

The following schedule of recommended actions and decisions is based upon the assumptions that adequate funding will be available for recommended construction and renovation, and that in the case of closings, decisions will be taken in December of 1979,81,83,and 85 for closings to be effective in June of the subsequent years. Priorities for investments are based upon the present conditions and levels of knowledge about each building. For the District as a whole, the recommendations are as follows:

NEW CONSTRUCTION:	None
SCHOOL RECOVERY PROGRAM:	Timilty Middle School Bancroft Elementary Eliot Elementary
RENOVATION:	Prescott to be converted to District middle school
CLOSINGS:	Bunker Hill, Prince, and Prescott Elementary Schools Edwards, Michèlangelo Middle Schools.
TRANSFERS:	None

YEAR 1 SUMMARY 1980

DATA:	October 1978 Enrollment
DECISIONS:	To be taken December 1979
IMPLEMENTATION:	Closing to be effective June 1980 Recovery program planning to begin January 1980 for construction start in June 1981.
RENOVATION:	Should be scheduled for start in June 1980.
SCOPE:	New Construction: None School Recovery Program: Eliot, Timilty middle; Renovation: None
CLOSINGS:	Bunker Hill Elementary School.

School Recovery Program

In the first year of implementation, the Timilty middle school should be completely renovated. Planning should begin in January 1980, architectural design work should begin by June 1980 at the latest for a construction start date of June 1981. Construction should be finished by September 1982. For the one-year period, students and staff would need to be temporarily relocated, either at the Michelangelo and Edwards, or another school building already vacant.

The renovation of the Eliot, under the School Recovery Program should be scheduled such that the work can be performed in steps and during the summer of 1981. The most significant improvement needed at the Eliot is a general re-programming of the building so that proper support facilities are provided and basement rooms are not used as regular classrooms.

Closings

It is recommended that the Bunker Hill school be closed in June 1980. There is currently adequate space available in Base schools to accommodate any relocated students.

Transfers

The District 7 offices should be relocated in the Lincoln school, to share the building with the English Language Center as soon as possible.

Table 6

Elementary Schools in September 1980

BASE	Assignment Capacity	10/78 Enrollment	Rooms
Bancroft (K-8)	336	316	14
Blackstone	866	672	44
Eliot	392*	296	18
Hurley	468	408	25
Kent	528	365	29
Quincy	750**	675	38
Total Base	3340*	2732	168

*(may be reduced as a result of renovations)
**(will be increased when District offices are relocated)

SUPPORT			
Prescott	488	394	24
Prince	310	177	20
Total	798	571	44

CLOSE			
Bunker Hill	284	161	11

Middle Schools in September 1980

BASE	Assignment Capacity	10/78 Enrollment	Rooms
Timilty	494	504	23

SUPPORT			
Edwards	598	486	26
Michelangelo	424	320	20
Total	1022	806	46

SUMMARY

	Available Seats Base	Available Seats Total	Projected Enrollment October 1978	% Surplus
Elementary	3340	4138	3085	25%
Middle	494	1516	1279	16%

YEAR 3 SUMMARY 1982

DATA:	October 1981 Enrollments
DECISIONS:	To be taken by December 1981
IMPLEMENTATION:	Closings by June 1982 Renovations to begin construction June 1982
SCOPE:	School Recovery Program: Bancroft
	Renovations: As necessary
CLOSINGS:	Prince Elementary

School Recovery Program

In January 1981 educational planning should begin concerning the Bancroft school, in order to begin architectural design work by June 1981, at the latest. Students and staff of the school should be temporarily relocated in the Prince building during the reconstruction period which will probably taken longer than one school year.

Renovation

As necessary.

Closings

The Prince School is recommended for closing in June 1982 if the actual October assigned elementary enrollments remain under 3000 students (including kindergartens).

Table 7

Elementary Schools in September 1982

BASE	Assignment Capacity	10/78 Enrollments	Rooms
As shown in 1980			
Total	3340	2732	168
SUPPORT			
Prescott	488	394	24
CLOSE			
Prince	310	177	20

Middle Schools in September 1982

BASE			
Timilty	494	504	23
SUPPORT			
Michelangelo	424	320	20
Edwards	598	486	26
Total	1022	806	46

SUMMARY

	Available Seats Base	Available Seats Total	Projected Enrollment October 1982	% Surplus
Elementary	3340	3828	2716	29%
Middle	494	1516	1179	22%

YEAR 5 SUMMARY 1984

DATA:	October 1983 Enrollments
DECISIONS:	To be taken by December 1983
IMPLEMENTATION:	Closings to be effective June 1984
	Renovation/conversion to begin June 1984
SCOPE:	Prescott closed as elementary, renovated and reopened as District 7 middle school
CLOSING:	Michelangelo and Edwards both closed following opening of Prescott Middle Prescott Elementary

School Recovery Program

Planning for the conversion of the Prescott to middle school use should begin in September 1982 so that architectural design work may commence June 1983 for a construction start date of June 1984. Students should remain at the Edwards and Michelangelo until the Prescott is finished, when they may be combined at the new school.

Closing

The Prescott should be recommended for closing in June 1984 if October assigned elementary enrollments are lower than 2800 students.

Similarly, if middle school enrollments are higher than projected, the closing of the Michelangelo should be delayed for two years.

Table 8

Elementary Schools in September 1984

BASE	Assignment Capacity	10/78 Enrollment	Rooms
As shown in 1980			
	3340	2732	168
CLOSE			
Prescott	488	394	24

Middle Schools in September 1984

BASE			
Timilty	494	504	23
Prescott	488*	--	24*

*(possible increase following conversion)

SUPPORT (close after Prescott reopens)			
Michelangelo	424	320	20
Edwards	598	486	26
	1022	806	46

SUMMARY

	Available Seats Base	Available Seats Total	Projected Enrollment October 1983	% Surplus
Elementary	3340	3340	2604	22%
Middle (1)	494	1516	1124	25%
Middle (2)	982	982	± 1000(10/85)	

(1) Before conversion of Prescott

(2) After conversion of Prescott; capacity of Prescott should be increased by 150 places.

VII. Comparison to District Recommendations

The District Planning Group recommended that no schools be closed in the 1980-81 year. In addition, it recommended that a series of district-wide activities be designated to use existing surplus space. No formal designations of Base and Support schools were made. However, the following is noted:

1. "The Bunker Hill received 9 out of 15 votes to become a support school.

2. The Bancroft and the Prince each got 6 out of 15 votes to become Support schools.

3. The Blackstone and Eliot each got 2 out of 15 votes to become Support schools.

4. The Roxbury High, the Edwards, and the Kent each received 1 out of 15 votes to become Support schools." (District Unified Facilities Report, p. 26)

In light of these recommendations, the Facilities Plan for District 7 differs significantly from the planning group's recommendations in its designation of 1980-81 closings, in its designation of schools for long term closings, and in its designation of major renewal and renovations.

In the short term, the district's space analysis is not incorrect in reflecting necessary space alterations, Title I and remedial programs. These increase the current demand for space slightly above levels suggested by the Planning Manual, but not to a level whereby the recommended 1980-81 closings could not occur.

In the long term, the relocation of district offices and the two school recoveries planned will enable the two further elementary closings to occur.

Community District 8

1. Introduction & Summary of Recommendations

Major Problems and Issues

District 8 shares major problems common to other districts -- the need to substantially reduce elementary school capacity, to seriously upgrade middle school facilities and to upgrade high school facilities for additional years of use. The middle schools are presently inadequate for long term use. The solution proposed for this problem is to construct a new middle school. The alternative, to renovate the Barnes, does not, at this time, appear sufficient to provide an adequate and cost-effective long term facility for District 8.

Summary of Recommendations

The following designations are recommended to meet required reduction targets for 1983-84.

High School

Assignment Capacity = 1,194

Rooms = 49

Project Enrollment = 1,164

East Boston High

Middle Schools

Assignment Capacity = 800

Rooms 36

Project Enrollment = 707

New Middle School

Elementary Schools

Assignment Capacity = 1,890

Rooms = 77

Projected Enrollment = 1,337

	Assignment Capacity		Rooms
Adams	342		21
Alighieri	206		7
Bradley	358		12
Sheridan	282		10
O'Donnell	360	8-2	12
Otis	376		12
	1,924		74

II. Existing Conditions

District 8 includes only one planning district - East Boston. This is divided into 6 sub areas, as indicated on map 1. The area is predominantly white, with a very small and scattered minority population. There is some gentrification taking place at Jeffries Point, and some withdrawal of housing stock along the rail tracks in the Harbor View and Paris Street sub areas. Except for these areas, East Boston is a solidly residential area with much less ethnic diverstiy that most other school districts.

East Boston is densely settled with little remaining open space. There is a strong demand for more outdoor recreation space, which will compete with housing developments for available land. Noise from Logan Airport is also a major problem.

Considering the factors mentioned above and the strong ethnic identity of East Boston it is probable that East Boston will, at best, be able to maintain its population. Large population increases are unlikely.

Density and Capacity Distribution

The most populated sections of East Boston are the central neighborhoods of Jeffries Point, Eagle Hill, Paris Street Flats, and Central-Maverick Square. These neighborhoods have good access to MBTA bus and subway service and are in close proximity to the commercial and public service center of East Boston. Correspondingly, the large majority of public school students come from these central neighborhoods.

TABLE 1 DISTRIBUTION OF CAPACITY & SURPLUS - 1978-1979

SUB-AREA	SCHOOL	LEVEL	ASSIGNMENT CAPACITY	ROOMS	1978 ENROLLMENT	% VACANT
1. Orient Heights	Bradley	E	358	18	296	17
2. Harbor View	Cheverus	M	320	15	195	61
3. Eagle Hill	O'Donnell	E	360	13	262	27
	Kennedy	E	248	12	172	31
	Sheridan	E	282	10	272	3

elementary sub-total		890	35	706	
East Boston High	H	1194	49	1162	3
Barnes	M	741	34	727	2
4. Paris Street Flats					
Otis	E	376	18	301	20
5. Central Maverick					
Alighieri	E	206	8	109	47
Lyman	E	256	11	206	19
6. Jeffries Point					
Adams	E	342	18	178	48

The northeast section of East Boston known as Orient Heights is much less densely populated than the rest of the district and has only a small percentage of the district's total school age population (see Table 2).

Clearly of all the District 8 areas, the Eagle Hill neighborhood enrolls the most children in the public schools.

Because the central neighborhoods of East Boston are densely populated and small in area, most of the students require very little transportation. East Boston has only 11% minority students. This results in only 18% of the district's entire student population requiring transportation, far below the city-wide average of 51%.

The "fit" between students and the location of the schools is very good: the majority of the schools are located in the neighborhoods with the most students.

Special Programs and Administration

1. The District offices are in East Boston High.

2. Special Programs were offered as follows in 78-79: Bilingual at East Boston High, Barnes and Otis schools; Substantially Separate programs at East Boston High, Barnes, Adams, Bradley, Kennedy, and Otis. There are Vocational Education programs at East Boston High, Advanced Work programs at Barnes and Bradley.

DISTRICT 8 BRA Planning Areas MAP 1

UFP 1979

Planning District Boundaries

Planning Sub-areas

DISTRICT 8
UFP 1979

Map 2

Predominant Racial/Ethnic Character of Public School enrollment in each geocode, October 1978.

Black

Other

White

Enrollment and Capacity in Planning Neighborhoods District 3

1978-79	Orient Heights Harbor View	Central, Eagle Hill, Paris St.	Jeffries Point	Totals
Public Enrollment	1045	2896	544	
District Enr. (est.)	857 (24%)	2334 (64%)	446 (12%	
Elementary				
Middle				
High				
Elementary Schools	1	6	1	8
Rooms	18 (17%)	72 (66%)	18 (17%)	108
Seats	358	1728	342	2428
Enrollment	296	1322	178	1796
Middle Schools	1	1		2
Rooms	15 (31%)	34 (69%)		49
Seats	320	741		1061
Enrollment	195	727		922
High Schools		1		1
Rooms		49		49
Seats		1194		1194
Enrollment		1162		1162
Total Schools	2	8	1	
Rooms	33 (16%)	155 (75%)	18 (9%)	206
Seats	678	3663	342	
Enrollment	491	3211	178	

Table 2

3. Barrier Free -- No District 8 elementary facilities are at present in compliance with accessibility for the handicapped requirements. East Boston High also needs to be made accessible, as does the new middle school.

Past Closings and Other Educational Facilities

Only 1 East Boston school, the Chapman, has been recently closed. There are 4 parochial schools in the district and 3 magnet schools (Guild, McKay and Umana).

III. Planning Targets: Enrollment Projections

East Boston enrollments differ from city averages at all levels. Decline at the elementary level is more rapid than usual -- dropping 27% by 1983. Middle level enrollments decline 23% by 1983, slightly less than the city average. An additional 28% of middle school enrollment declines between 1983 and 1988. The high school enrollment does not decline at all until after 1983. Between 1983 and 1988 it drops 29%. Resulting targets are summarized on Table 4.

Planning Targets: Enrollment Projections

Enrollment Projections

October Assigned Enrollment

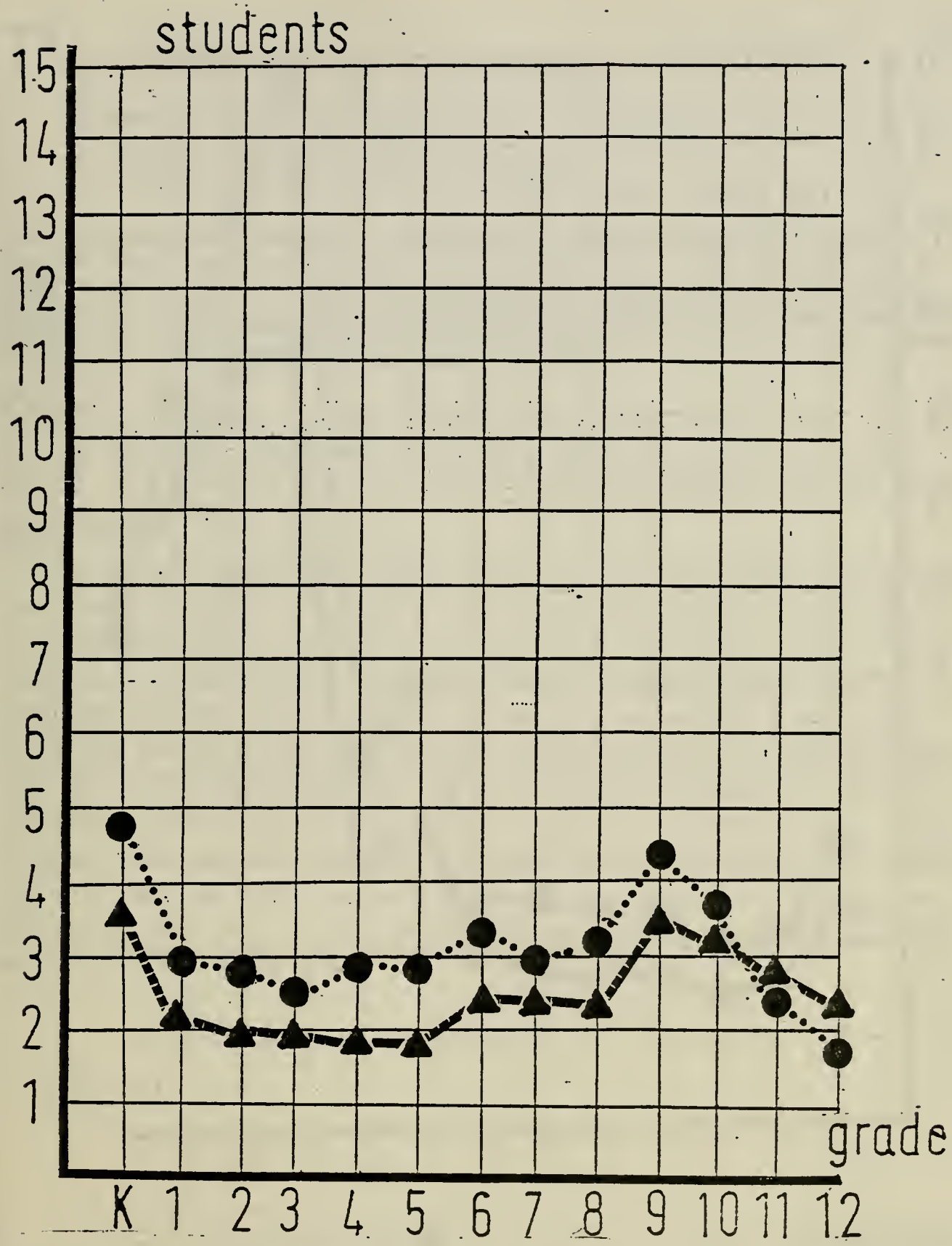
Level	1978-79 *	1981-82	1983-84	1988-89
Elementary	1829	1485	1337	--
Middle	919	810	707	512
High	1164	1251	1164	821
Totals	3912	3547	3206	--

* Actual Assigned Enrollment, October 1978

Room Demands

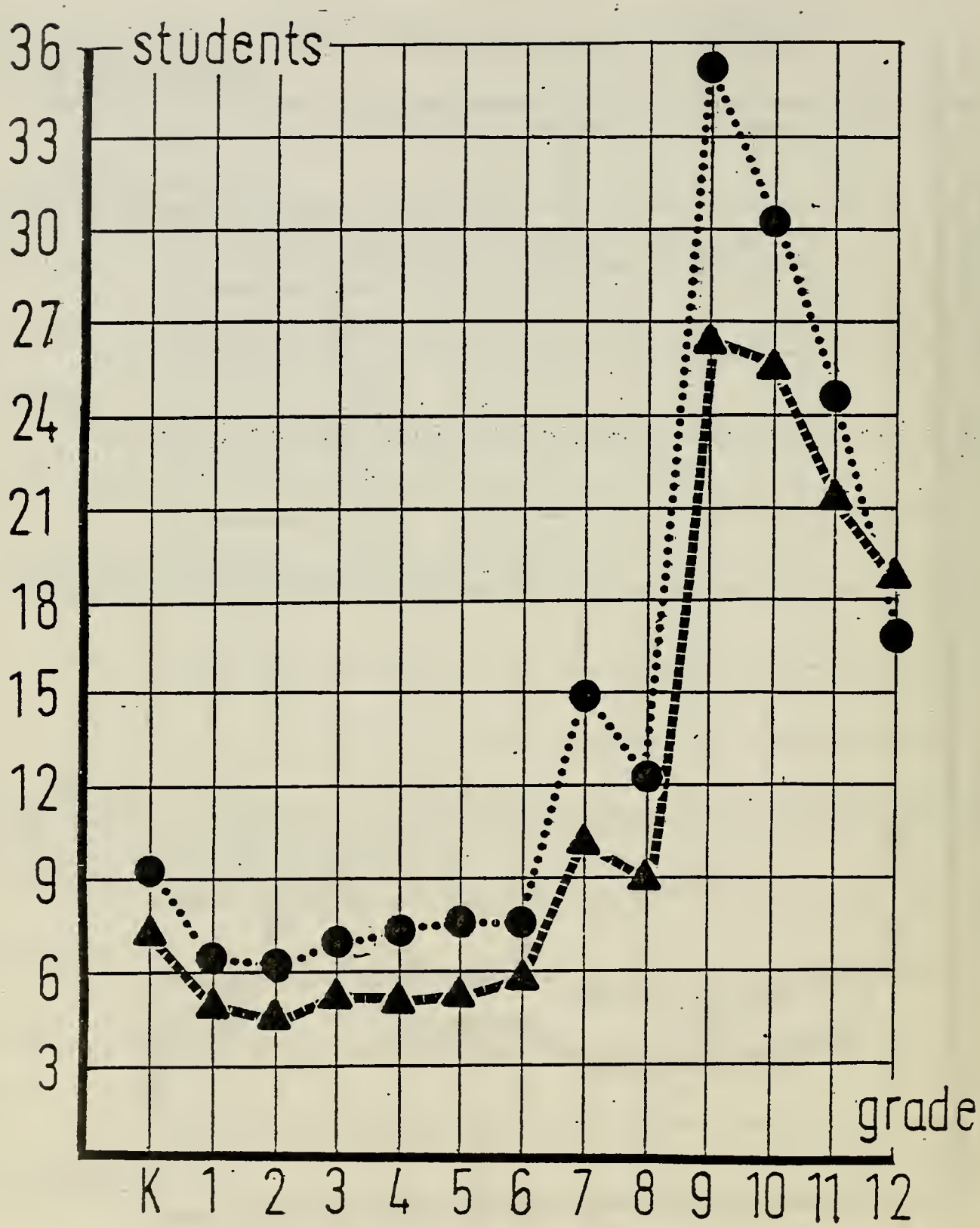
Rooms required, at each level, to accomodate projected assigned enrollment, including assignments to all special programs.

Level	Rooms Available 3/1979	1983-84	1988-89
Elementary	108	85	--
Middle	49	36	26
High	49	56	39
Totals	206	177	--



Comparative Enrollment by Grade
District Eight
Numbers in hundreds of students
*Based on October 1978 Dept. of Implementation figures.
**Based on Harbridge House projections of July 1979.

1978 Enrollment by Grade*
1983 Enrollment by Grade**



Comparative Enrollment by Grade
District Nine
Numbers in hundreds of students
*Based on October 1978 Dept. of Implementation figures.
**Based on Harbridge House projections of July 1979.

1978 Enrollment by Grade
1983 Enrollment by Grade

IV. Planning Strategy

The desired 1983-84 locational strategy is one that:
a) is equitable to the district
b) complies with desegregation requirements;
c) provides students with the best feasible quality school facilities.

The proposed plan meets these requirements to the extent possible. Distribution of schools is balanced with location of population. The few minority students in the district are rather evenly distributed over the district and would not be unevenly affected by transportation burdens. The school renovation program and the concentration of resources in base schools will be aimed toward increasing quality of East Boston school facilites.

Elementary Proposals

Two elementary schools will be closed in the next 5 years - Lyman and Kennedy. The remaining schools will be renovated to adequately serve the district.

Middle Schools

It is recognized that the middle schools are presently in poor condition. The Barnes and Cheverus should be kept in operation while a new middle school is constructed. A new site with sufficient open space for recreational purposes must be found. Neither the present Barnes or Cheverus middle schools sites are considered to be adequate. In order for the new middle school to be located near the largest concentration of students and in a location that will minimize transportation requirements, it should be located in either the Central-Maverick and Paris Street Flats or Eagle Hill neighborhoods. The problem of finding an adequate site with sufficient open space will be a difficult one given the high density and small amount of open space in East Boston. One possibility would be to find a suitable location along one of the old abandoned wharves overlooking the harbor.

Regardless of where the new middle school is built ; there will be a need for additional transportation to overcome the long distance from the school to the homes of some students.

The alternative to construction of a new facility is reconstruction of the Barnes middle school and closing of the Cheverus. This is not recommended for a number of reasons:

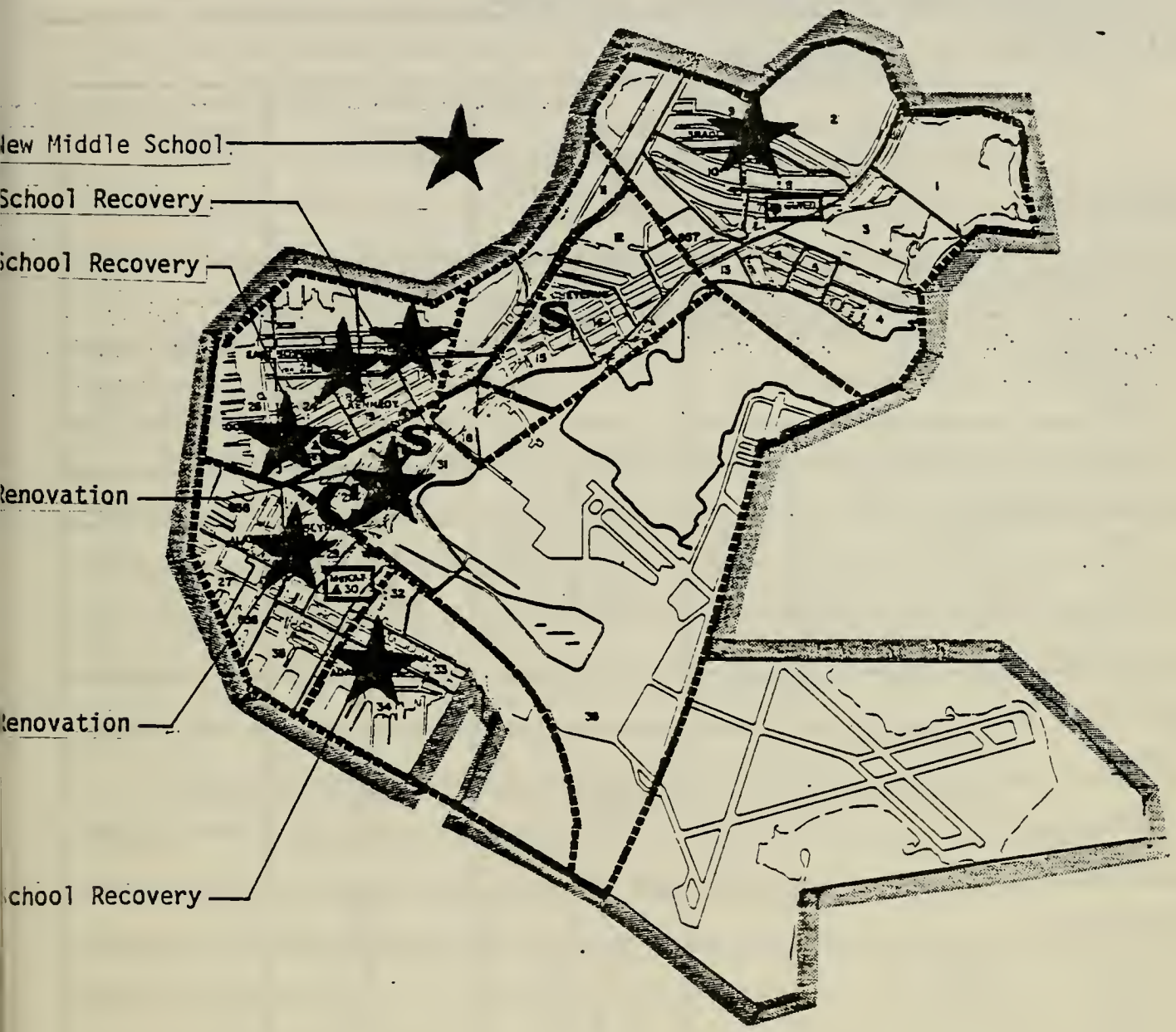
1. There is insufficient site area at the Barnes to provide facilities for an adequate middle school;

2. Such extensive renovation is necessary at the Barnes that costs approach those of new construction;

3. There are no alternative locations for middle school education during the two-three year renovation period.

HIGH SCHOOL

East Boston High should receive sufficient repairs to make it a safe and operable school for the next 7-8 years. Until the broader high school issues are resolved, no major renovations should be undertaken.



DISTRICT 8 UFP 1979

Map 3: Recommendations

★ Base

S Support

C 1980 Closing

Enrollment and Capacity in Planning Neighborhoods

District 8

1983-84

	Neighborhood			
	Orient Heights Harbor View	Central Eagle Hill Paris Street	Jeffries Point	Totals
Public Enrollment (70/79)	1045	2846	544	
District Enr. (est.)	857 (24%)	2334 (64%)	446 (12%)	
Elementary				
Middle				
High				
Elementary Schools	1	4	1	
Rooms 85	18 (21%)	49 (58%)	18 (21%)	
Seats 1924	358	1224	342	
Enrollment				
Middle Schools	0	1	0	
Rooms *	0	...	0	
Seats 800	0	800	0	
Enrollment				
High Schools	0	1	0	
Rooms 49	0	49	0	
Seats 1194	0	1194	0	
Enrollment				
Total Schools	1	6	1	
Rooms 134*	18	98*	18	
Seats 3918	358	3218	342	
Enrollment				

* Number of rooms in replacement middle school not yet determined.

Table 5

V. School by School Analysis

Most District 8 schools were built between 1900 and 1935. Exceptions are the Layman which was built in 1870 and the Bradley in 1958. Most of the schools require substantial upgrading.

Because of the small number of minority students in the district, desegregation ratio ranges are very small, and most District 8 schools are out of compliance with these ratios.

HIGH SCHOOL

East Boston High

Neighborhood. The school is located in the central section of East Boston which is a densely occupied, residential area. This is the only high school in the district.

Enrollment. With an assignment capacity of 1194 and a 1978-79 enrollment of 1162, the school is very slightly under-enrolled. Thirty-three (33) percent of the students used department transportation.

Condition and Space Changes. East Boston High School was built in 1926 and is in adequate physical condition. Major work needs to be done on the heating systems, in addition to complete refenestration of the building. These requirements should be re-evaluated in terms of a 7-9 year building life.

MIDDLE SCHOOLS

Barnes

Neighborhood. The school is part of the concentration of facilities in the Eagle Hill subarea and is close to East Boston High.

Enrollment. The Barnes was minimally under-enrolled in 1978-79, (assignment capacity = 741, enrollment = 727), and 2 percent of Barnes

students use department transportation.

Condition. Built in 1901, the Barnes is in very poor physical condition. It is in need of substantial improvements. In light of its support status, these improvements should be reconsidered and the minimum necessary repairs made.

Cheverus

Neighborhood. The Cheverus is located in the Harbor view neighbhorhood, between Orient Heights and Eagle Hill. One and two family houses constitute half of all neighborhood dwelling units. The area is seriously impacted by airport and MBTA track noise.

Enrollment. The school was 40 percent under-enrolled in 1978-79 (capacity = 320, enrollment = 195), and none of its students used department transportation.

Condition. The Cheverus was built in 1909 and is in need of improvements. It was originally built as an elementary school and is regarded as an inadequate middle school facility. Repairs should be re-evaluated and only those necessary to short term use performed.

ELEMENTARY SCHOOLS

Adams

Neighborhood. Adams is in the westernmost portion of Jeffries Point very near the central business area of East Boston. One of the oldest and most densely settled area in the community, it is characterized by two and three decker rowhouses. Modest housing renovation and rehabilitation is now taking place.

Enrollment. The Adams was 48 percent underenrolled last year (assignment = 342, enrollment = 178). Ten percent of its students used department transportation.

Condition. The Adams was built in 1910 and is considered one of the best elementary schools in the district. The building is in need of substantial repair work including a modernized heating and electrical system.

Suggested Spatial Changes. Two classrooms should be changed, each to one small instructional space and one teacher preparation room. The school is recommended for inclusion in the school recovery program.

Alighieri

Neighborhood. The Alighieri is located in the Central-Maverick Square neighborhood between Jeffries Point and the Inner Harbor. This area is the commercial and transportation center of East Boston. The residential area consists of densely settled rowhouses. There are several small parks in the area as well as a library and several other public facilities.

Enrollment. The school was 47 percent underenrolled last year (assignment = 206, enrollment = 109). Less than 1 percent of students use department transportation.

Condition. Built in 1924, the Alighieri is in reasonably good physical condition. It requires improvements including modernization of the heating control system, plumbing, electrical improvement and a new roof.

Space Changes. After 1982, one classroom should be converted to a small instructional space and teacher preparation room.

Bradley

Neighborhood. The Bradley is in the northernmost section of Orient Heights in the northeastern section of East Boston. Orient Heights is a residential community with one, two and three family houses.

Enrollment. The school was 11 percent underenrolled last year (assignment = 358, enrollment - 296). Fifty-one percent of Bradley students used student transportation.

Condition. Built in 1958, the Bradley is the newest school in the district and is probably the best physical facility in the district. Currently the building is in need of improvements, including replacement of existing rotary oil burner, new lighting outlets, power distribution, and egress alteration.

Spatial changes. More open space for recreational purposes is needed, and it is recommended that one classroom be converted to two small instructional spaces.

O'Donnell

Neighborhood. (See neighborhood description for Kennedy.)

Enrollment. The school was 27 percent empty last year (assignment capacity = 360, enrollment = 262) and used transportation for less than one percent of its students.

Condition. Built in 1932, the O'Donnell is in need of improvements including new electric, plumbing, floor covering and grounds work.

Spatial changes. Each floor should have one small classroom and teacher prep space. In order to accomplish this one classroom on each of the floors should be subdivided into a small classroom and teacher preparation area. This will reduce the total number of regular classrooms from 12 to 10, and increase the number of small classrooms from 0 to 2. This school is recommended to be included in the school recovery program.

Otis

Neighborhood. The Otis is in the Paris Street Flats section of East Boston. Most of the homes in this neighborhood are three and four story

rowhouses with little or no open space. Airport-related industries are slowly encroaching into the neighborhood.

Enrollment. The school was 20 percent underenrolled in 1978-79 (assignment capacity = 376, enrollment = 301); 22 percent of its students used department transportation.

Condition. Built in 1905, the Otis is a very old school. It is in fairly good physical condition and needs improvements.

Space changes. The Otis is in need of small classroom space and teacher preparation space. Classrooms are 768 SF, which indicates that teacher planning and storage space within the classroom is tight. The conversion of one classroom from each of the two floors would result in ten regular classrooms, two small classrooms and two teacher preparation spaces.

Sheridan

Neighborhood. (See Kennedy School.)

Enrollment. The School was very slightly underenrolled last year and provided 4 percent of its students with department transportation.

Condition. Built in 1914, the Sheridan is currently in poor physical condition. Required improvements include new oil burners, sanitary facilities, drinking fountains, electrical work, waterproofing and floor covering.

Recommendation. The Sheridan should be included in the School Recovery Program and brought up to modern educational standards.

SUPPORT: P. Kennedy

Neighborhood. The Kennedy is located in Eagle Hill, the north central section of the district. The neighborhood is characterized by three-decker rowhouses. Roughly 40 percent of the units in the area were in need of substantial repair in 1970. The heaviest concentration of students in the district live in the Eagle Hill neighborhood.

Enrollment. The Kennedy had 172 students in 248 assigned spaces--a vacancy rate of 31 percent. Twenty percent of its students used department transportation and with too few minority students, it was not in compliance with district ratios.

Condition. Built in 1933, the Kennedy is in need of repairs which include new sanitary facilities, lavatories, drinking fountains, lighting outlets, signal systems, egress alteration and vinyl floor covering. It is physically an adequate facility.

Space changes. The Kennedy should be considered for closing in 1981.

CLOSE: Lyman

Neighborhood. (See Alighieri School Description.)

Condition. The Lyman is in the poorest physical condition of any school in the district. The Lyman is one of the oldest schools in the city. Built in 1870, it is in need of massive capital improvements which include the replacement of the old slate roof.

Enrollment. The school was 20 percent vacant last year (assignment = 256, enrollment = 206), and 31 percent of its students use department transportation.

Recommendation. The Lyman should be closed in 1980-81.

VI. Implementation

In addition to the issues common to other districts, East Boston has the additional problem of soundproofing needed to counterbalance airport noise from Logan.

Priority for investment is based on the present condition of the school and its intended life. For the district as a whole, suggested priorities are as follows:

1. New Construction:

   East Boston Middle School, capacity approximately 800 students

2. School Recovery:

   Adams
   O'Donnell
   Sheridan

3. Renovation

   Otis
   Alighieri

4. Repair

   East Boston High
   Barnes
   Cheverus
   Bradley

YEAR 1: SUMMARY

A. Data: 10/78 enrollments

B. Decision: by 12/79

C. Implementation: assignments by 6/80

buildings secured by 6/80

recovery, renovation and repair plan by 9/80

D. Scope:

New construction: begin planning middle school, expect construction to occur during 1983-85

School recovery: Adams, O'Donnell
construction to begin as soon as possible, potentially done 1981, to be completed September 1982

Renovation: Otis

Repair: as necessary

Closings: Lyman
10/78 enrollments are used as the basis for calculation of surplus, to be reduced under order, by 1980-81

The resulting status of schools in 1980 is summarized on the following chart:

ELEMENTARY

Base Schools	Assignment Capacity	Rooms
Adams	342	18
Alighieri	206	8
Bradley	358	18
O'Donnell	360	13
Otis	376	18
Sheridan	282	10
Base Capacity	1924	85

SUPPORT SCHOOL

Kennedy	248	12

1980 Assignment Capacity	2172	97
1980 Projected Enrollment	1566	87

elementary surplus = 606 seats, 28 percent of assigned capacity

MIDDLE SCHOOLS

Support Schools

Barnes	741	34
Cheverus	320	15

Middle surplus = 172 seats, 16 percent of assigned capacity

YEAR 3: SUMMARY

A. Data: 10/81 enrollments to be compared to Harbridge House projections for 1981-82

B. Decision: by 12/81

C. Implementation: assignments published by 6/82

closed facilities secured or reused by 6/82

recovery, repair and renovation plan by 9/82

D. Scope:

New construction:	June '81 is the earliest time construction of the new middle school is likely to start
School recovery:	Sheridan
Renovation:	Alighieri
Repairs:	as necessary
Closings:	Kennedy
	If, in October, 1981, District 8 elementary enrollment is less than or equal to 1485, ±5 percent, the Kennedy school is recommended for closing. If enrollments are above this level, the Kennedy should be kept open until the 1983 decision year.

Examination of the elementary base capacity chart listed in the Year/Summary makes it clear that there is ample assignment capacity to accommodate 1981 projected enrollments without the Kennedy School.

Year 5 1983

By Year 5, decisions remain only if the Kennedy was not closed in 1981. In that case, 10/83 enrollments should be compared with 10/81 Harbridge House projections. If enrollments are lower than projections, the Kennedy is recommended to close in 1983.

When the new middle school is completed, the Barnes and Cheverus are recommended to close, with students transferred to the new facility.

VII. Comparison to District Recommendations

The need for soundproofing and substantial upgrading of base schools is recognized and is part of UFP recommendations for District 8. Specific comments relating to different levels of education follow.

High School

1. The district committee recommended a series of major renovations to East Boston High, including a new addition, conversions and modernization.

2. East Boston High will clearly be needed for the next 7-8 years. Repairs and modernization demands are being re-studied. Those repairs necessary for operation in the next five years should be started.

Like all other district high schools, the development of reasonable investment patterns for East Boston High must wait on decisions regarding the future of Boston high schools as a whole.

In light of the declining projected enrollments, and the present enrollment levels, an increase in assignment capacity is unwarranted.

Middle Schools

1. The district committee recommended construction of a new middle school to replace the Barnes and Cheverus. It also recommended a series of repairs to the Barnes and Cheverus, which would serve as temporary schools. No recommendations for later reuse of the Barnes were made. The Cheverus is recommended for return to elementary school use.

2. This plan also proposes a new middle school to replace the Barnes and Cheverus, and supports implementation of limited repairs and alterations to both schools until the new middle is opened. As elementary

capacity remains above projected enrollment, the Cheverus is not recommended for re-conversion to an elementary school.

Elementary Schools

1. The poor condition of most District 8 elementary schools, as pointed out by the district, is recognized and a renovation and repair program for base schools is proposed in the plan.

2. The district committee recommended the Lyman school for support designation and closing in 1981-82.

3. The plan must meet the court ordered elementary capacity reduction targets in 1980-81. For this reason, and in recognition that the Lyman is a very poor physical facility, the closing date has been moved up to 1980-81. In addition, it is necessary to further reduce the excess capacity. The Kennedy is also recommended for closing since it is both an unexceptional facility, and is located in an area well served by other elementary schools. Other elementaries are designed as base.

District 9

I. Introduction & Summary of Recommendations

A. Major Problems and Issues

The central problem affecting District 9 planning springs from a policy question: Should magnet schools take the same relative percentage of enrollment decline as is expected in the community districts?

There are a number of factors which suggest that magnet school enrollments should not decline in parallel with community districts. The uniqueness of individual programs in magnet shools makes it difficult to reduce surplus space without heavily impacting educational program variety. The newness of many magnet facilities complicates reduction choices, particularly at the elementary level. Additionally, reductions in the number of magnet spaces reduce access to some of the more consistently desegregated schools.

The factor which supports proportional reduction of magnet capacity is the policy statement which sets the magnet and community systems as parallel and substantially equivalent systems. Keeping more surplus space in District 9, as opposed to Community Districts, would not be in concurrence with this policy.

This set of preliminary recommendations responds to both arguments. The projections and targets in this proposal are generally based on the assumption that magnet school enrollments will decline at the same rate as community district enrollments. Reductions are recommended at the elementary level. No recommendations are made regarding high schools. At the middle school level, expansion of magnet capacity is recommended. This is based on the assumption that access to magnet education should be available continously, through high school to students beginning in magnet elementary schools, and that it should also be possible for students

to enter magnets for the first time at middle and high school levels. These two criteria lead to demand for at least one more magnet middle school.

Summary of Recommendations

1. High Schools

Like other districts, the magnet high school facilities plan waits on city-wide resolution of high school issues. All District 9 high schools should receive minimum necessary renovations to make them safe and operable until the city-wide decision is reached.

The following chart lists rooms and assignment capacity available to District 9 high school students in 1978-79, planning targets for 1988-89 as projected by Harbridge House, and the assignment capacities and rooms available in active schools.

	Assignment Capacity	Rooms
10/78 Available	12,190	476
Base year planning target	6,407	267
Boston High	698	28
Boston Latin School	2,100	76
Boston Latin Academy	1,200	43
Copley Square	560	21
English High	2,092	100
Boston Technical	1,740	61
Madison Park	2,298	42

2. Middle Schools

The following table presents for middle schools the planned amount and distribution of capacity by 1983. Middle school capacity is available in some magnet high schools, as well as in middle-only magnets. These amounts are noted separately.

		Assignment Capacity	Rooms
Base:	M. L. King	808	35
	Mackey	478	22
	Wheatley	348	20
	McCormack	766	38
		2,400	115
Middle school capacity in high schools:			
	Umana	370	17
	Latin Academy	400	20
	Latin School	850	43
	TOTAL - 1983	4,020	195

The McCormack Middle School will be closed as a District 6 school in 6/82, renovated in 82-83 and available for magnet middle school use in fall of 1983. A theme and program must be developed for the school. A program similar to that at the Wheatley might be given serious consideration.

Comparison of the 1983 totals with present capacity and base year targets points out that the capacity is planned to grow by approximately 750 seats by 1983.

In order to accommodate reductions in proportion to those projected for the community districts, and assuming that enrollments decline as predicted by Harbridge House, District 9 middle school capacity would have to be reduced by 1,332 seats, (69 rooms), during the last 3-4 years of the planning period - 1987, 88, 89.

		Enrollment	Assignment Capacity	Rooms
1978-79	Totals	3,228	3,212	157
1983-84	Projected Totals	3,500	3,978	195
	Change	+ 272	+ 766	+ 38
1988-89	Projected Totals	2,646	2,646	126
Changes from 1983		- 854	-1,332	- 69

3. Elementary

The following chart summarizes District 9 elementary school recommendations. This pattern should be achievable by 1981.

		Assignment Capacity	Rooms
Base:	J. Curley	360	16
	Guild	322	14
	Hale	230	11
	Haley	360	14
	Hernandez	198	11
	Jackson-Mann	900	61
	McKay	674	33
	Ohrenberger	600	28
	Trotter	728	31
Base Capacity		4,372	219
Close:			
	Hennigan	784	44

The Jackson-Mann, Ohrenberger and J. Curley schools all offer multi-cultural programs. They can immediately accommodate 293 students from the Hennigan program. There is sufficient space in other magnet elementary programs to allow Hennigan students to remain in District 9.

Transfer of the Hennigan to Distric I comes close to meeting the total necessary reductions to magnet elementary schools. Further reductions, if necessary, can occur in one of two ways:

a. Close the Guild at some future time.

b. Transfer some space in magnet elementaries to the City for community use - e.g., expansion of the community use at Jackson-Mann and possibly instituting similar programs at other large magnet facilities.

4. Special Schools

	October, 1978 Enrollment
Carter	39
McKinley	21
Parker	5
TOTAL	65

Tileston

Base: Carter School

Support: McKinley School

Close 80-81: Parker School (move students to Carter or McKinley School)

A clear policy regarding the size and scope of the department's model for providing education to the multi-handicapped is necessary before further decisions can be made regarding special school facilities.

If the policy leads to more of these students being removed from private schools and taught in department facilities, then permanent suitable facilities should be established for them.

If the policy decision supports continued placement of these students in private facilities, a suitable permanent facility for transitional students should be established.

5. Post Graduate Non-Residential Schools

At present there are five facilities in this category:

Facility	10/78 Enrollment
Boston Business	635
English Language Center(Lincoln)	316
Practical Nursing	50
ACC Non-Residential	—
ORC Non-Residential	—
	1,001

As space becomes available some of these programs should be consolidated into base schools.

Base: Boston Business, English Language Center, ORC

Support: ACC, Practical Nursing

For the immediate future the ACC should have sole use of the Faneuil School. As high school enrollments drop, the program should be shifted to either the ORC or a downtown facility, such as Copley High. The possibility of shifting the Practical Nursing Program to the ORC or a facility near the medical center should be considered as enrollments drop.

The Lincoln School should be renovated for use by District 7 offices and the English Language Center.

II. Existing Conditions

In 1978-79, 27% of Boston Public School students were enrolled in magnet schools. Magnet desegregation ratios (53% Black, 45% White, 12% Other) are based on city-wide enrollments and compliance is controlled through the acceptance of student applications.

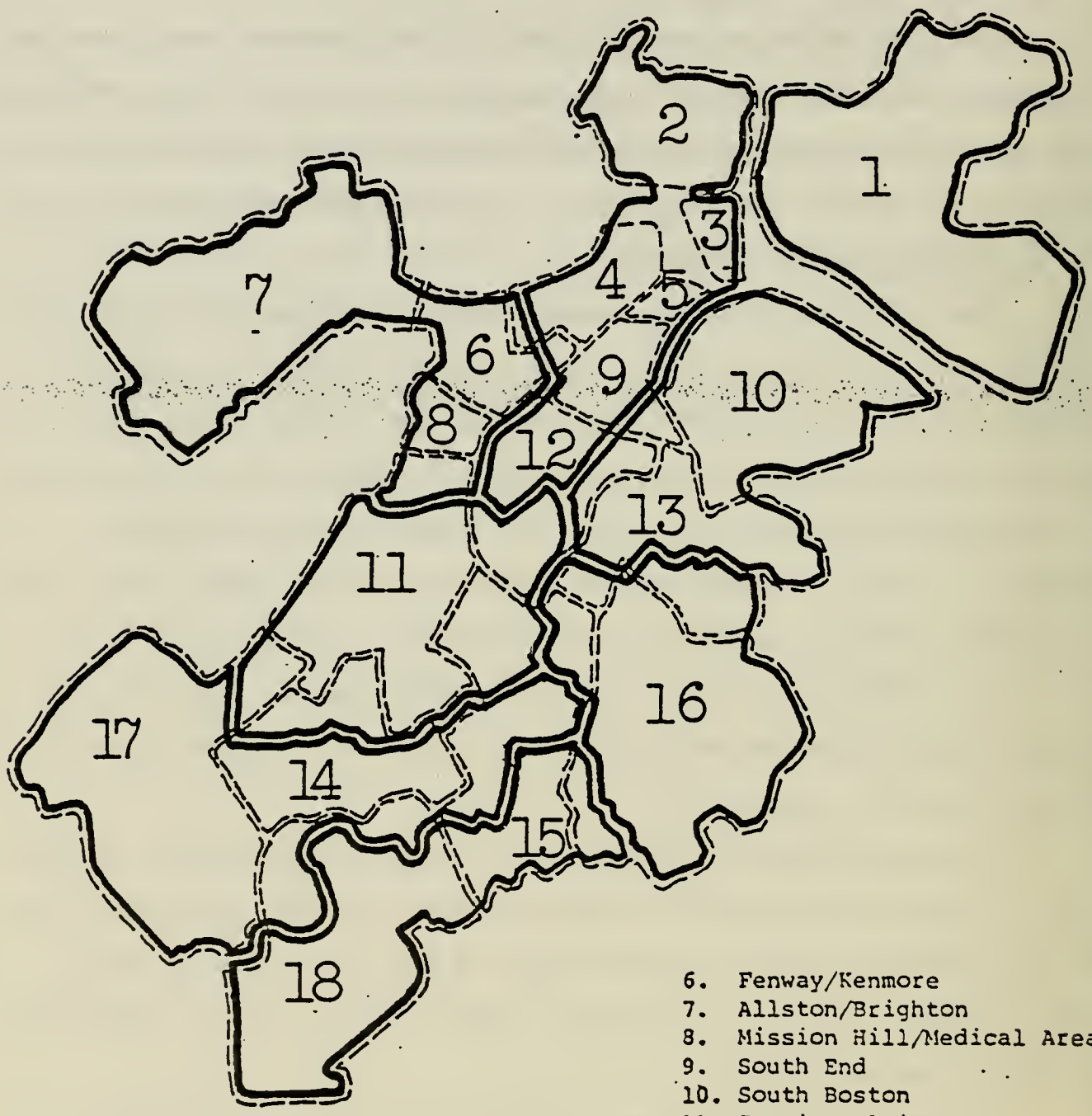
Density and Utilization

Most districts include areas of high and low density of public school students, and overall, the distribution of magnet schools is in line with the location of the densest areas of school age population city-wide. The high schools are concentrated in parts of Districts 1 and 7 which are well served by public transit. Thus, the concentrated location of high school seats can be offset somewhat by student use of public transit.

As students are drawn by application from all parts of the City, neighborhood factors have less influence on magnet schools than on district schools.

The distribution of magnet facilities is, therefore, looking at: 1) The concentration of magnet seats in school districts; and 2) The concentration of magnet seats in BRA planning districts. The planning districts correspond roughly to traditional definitions of Boston neighborhoods.

As Table 2 and its Summary tables point out, school districts 1 and 7 have between them over half the total District 9 seating capacity. Districts 4 and 6 have no magnet seats.



1. East Boston
2. Charlestown
3. North End/Waterfront
4. Back-Bay/Beacon Hill
5. Chinatown
6. Fenway/Kenmore
7. Allston/Brighton
8. Mission Hill/Medical Area
9. South End
10. South Boston
11. Jamaica Plain
12. Roxbury
13. Uphams Corner-Dorchester
14. Roslindale
15. Mattapan/Franklin Field
16. Fields Corner-Dorchester
17. West Roxbury
18. Hyde Park

Map 1

-----BOSTON REDEVELOPMENT AUTHORITY PLANNING DISTRICTS

——Boston School Department Community Districts

DISTRICT 9 Map 2

UFP 1979

Predominant Racial/Ethnic Character of Public School enrollment in each geocode, October 1978.

Black

Other

White

TABLE 2

LOCATIONS OF MAGNET CAPACITY AND PRESENT SURPLUS

Planning Area	School	Level	Enrollment	Seats	Rooms	# Vac.	% VAC
1. East Boston (District 8)	Umana	M H	395 664	1036	42	-23	-2
	Guild	E	243	322	14	79	24
	MacKay	E	546	674	33	128	18
2. Charlestown (District 7)	0						
3. North End (District 7)	0						
4. Back Bay (District 7)	Copley	H	533	560	21	27	5
	Boston	H	676	698	28	22	3
	ACC (Faneuil)	H			10		
5. Chinatown (District 7)	0						
6. Fenway (District 1)	McKinley	7-12 S.S.	21	64 --	8	43	
7. Allston-Brighton (District 1)	Jackson-Mann	7-12	735	900	61	165	18
	Boston Business	13PG	638	840	28	202	24
8. Medical Center (District 1)	English	H	2277	2092	100	-185	-9
	Latin	M H	852 1252	2104	76	- 5	0
	Trade	H	405	466	23	51	14

Planning Area	School	Level	Enrollment	Seats	Rooms	# Vac.	# Vac.
9. South End (District 7)	Mackey	M	436	478	22	42	9
	Carter	E - S.S.	39	50			
	E/L.C.	9-13 Spec.	316	570	32	254	45
0. South Boston (District 6)	0						
. Jamaica Plain (District 1)	Hennigan	E	656	784	44	128	16
. Roxbury (Districts 2,5,6,7)	Boston Tech.	H	1442	1740	61	299	17
	Madison Park	H	2425	2298	82	-127	- 6
	Wheatley	M	320	348	20	28	8
	Hale	E	171	230	11	59	26
	Trotter	E	645	728	31	83	11
. Uphams Corner (Dist. 5)	M. L. King	M	797	808	35	21	2
. Roslindale (Dist. 3)	Haley	E	341	360	19	14	5
. Mattapan (Districts 3,4)	0						
. Fields Corner (Dist. 5)	Hernandez	E	218	198	11		
	Latin Academy	M	427				
		H	585	1200		188	16
. West Roxbury (Dist. 3)	Ohrenberger	E	527	600	28		
. Hyde Park (Districts 3,4)	0						

Although Districts 4 and 6 do not have the 25% home district seat reservation in magnet schools, both districts have adequate access to magnets and each sends 24% of its students to Distric 9 schools.

Taking planning districts, rather than school districts, as a point of reference, magnet seats are clearly concentrated. (see Table 2A) The Roxbury planning district, with 26% of all magnet seats, has the most seats and schools. The Medical Center area (Planning District 8), near Fenway, has the second highest concentration - with 23% of all seats.

East Boston (Planning District 1) is third with about 10% of magnet capacity. The remaining 41% of magnet seats are distributed among 9 of the other 15 planning districts, with none of these districts having more than 9% of magnet seats. Planning Districts 2, 3, 5, 10, 15 and 18 have no magnet capacity.

Post Closings: As yet no magnet schools have been closed.

Barrier Free: Many magnet schools are new and as a result most are accessible to the handicapped.

Special Programs and Other School Uses

District offices are in Madison Park High School. There are a number of special schools run through the magnet program. These include substantially separate schools such as, the Carter, McKinley and Parker; post graduate schools such as, the English Language Center, Boston Business and Practical Nursing; and specialized non-residential high school programs such as, the ORC and ACC.

TABLE 2A - SUMMARY

Total Capacity by Planning District and Level

BRA	Planning District	% Share of Magnet Capacity	E[1]	M[2]	H[3]	PG[4]	SS[5]	Sp.[6]	Total
1	East Boston	10	996	395	664				2055
2	Charlestown	0	0	0	0				0
3	North End	0	0	0	0				0
4	Back Bay	6	0	0	1258			+ACC	1258
5	Chinatown	0	0	0	0				
6	Fenway	0.3	0 +165vac.	0	0		64		64
7	Allston-Brighton	9	685	10	38	842		+ORC	1740
8	Medical Center	23	0	852	3810				4662
9	South End	5	0	478	0	570	50		1098
10	South Boston	0	0	0	0				0
11	Jamaica Plain	4	784	0	0				784
12	Roxbury	26	958	348	4038				5344
13	Dorchester 1	4	0	808	0				808
14	Roslindale	4	360	0	0				360
15	Mattapan	0	0	0	0				0
16	Dorchester 2	7	198	600	600				1398
17	West Roxbury	3	600	0	0				600
18	Hyde Park	0	0	0	0				0
			476	3,481	10,408	1,412	114		20,171

1 - elementary school seats (assigned capacity)

2 - middle school seats (assigned capacity)

3 - high school seats (assigned capacity)

4 - post graduate seats (assigned capacity)

5 - substantially separate seats in facilities with SS, only (assigned capacity

6 - special program seats (assigned capacity)

TABLE 3 - MAGNET ENROLLMENTS

SCHOOL DISTRICT	TOTAL 1	TOTAL 2	TOTAL 3	DISTRICT CONTRIBUTION TO DISTRICT 9 - BY LEVEL E	M	H	K	PG
1	10	29%	12% 2232	29.3 654	13.1 293	42.4 946	6.5 144	8.7% 195
2	T2	30	14% 2623	20.4 535	17.2 451	51.3 1346	6.2 163	4.9% 128
3	13	29	14% 2646	16.2 425	17.5 458	56.5 1477	4.7 124	5.0% 132
4	11	24	11% 2004	15.6 313	19.9 398	54.3 1088	4.2 84	6.0% 121
5	22	32	20% 3637	15.3 558	19.6 713	56.5 2056	3.2 115	5.4% 195
6	13	24	11% 2042	14 284	15 307	62 1274	3 65	5% 112
7	11	27	12% 2182	13 284	22.2 484	55.7 1216	3 65	6.1 133
8	7	17	4% 705	24.8 175	17.7 125	39.8 281	13.2 92	4.5 32
Total	99%							

1 district total enrollment as a % of all community districts' total enrollment

2 % of resident students attending District 9

3 % of representation in magnet schools by level

III. Planning Targets: Enrollment Projections

Magnet enrollments are subject to school department decisions rather than the number of students residing in particular areas. The enrollment projections, reflecting this, predict future magnet enrollment based on the 78-79 percentages of magnet enrollments. Elementary and middle levels reflect the city-wide average of 25% enrollment decline, with high schools dropping more slowly. Special Programs and Post-Graduate schools are not targeted in these enrollments and will require case by case review if facilities decisions are necessary. (See Table 4a Status Quo, for Harbridge House projections consistent with those used in other districts.) The elementary and high school plans are based on these Harbridge House projections. The middle school targets have been modified, as is discussed in a following section. It is clear in all levels, most significantly in the elementary and middle, that more surplus capacity will remain in District 9 schools than in other districts. This is in part because many magnet facilities are new, making it undesirable to close them in favor of old facilities.

Revised Middle School Targets

Additional magnet middle capacity is desired for two reasons:

1. To relieve overcrowding in most district schools during the next 5-7 years.
2. To provide sufficient non-exam school capacity to allow all students from magnet elementaries the chance to continue in magnet schools through high school, and to allow capacity for students from district elementaries to enter at Grade 6. At

Planning Targets: Enrollment Projections

Status Quo Recommendation

Enrollment Projections

October Assigned Enrollment

Level	1978-79 *	1981-82	1983-84	1988-89
Elementary	4079	3514	3157	--
Middle	3189	2865	2503	1794
High	9344	10362	9231	6407
Totals	16612	16738	14860	--

* Actual Assigned Enrollment, October 1978

Room Demands

Rooms required, at each level, to accomodate projected assigned enrollment, including assignments to all special programs.

Level	Rooms Available 3/1979	1983-84	1988-89
Elementary	265	216	--
Middle	77 (grade 6-9 schools)	113	81
High	476 (including 7-12 sch)	378	262
Totals	818	707[illegible]	--

Table 4 a

District 9

present there is not enough non-exam middle school capacity for this to happen. The net effect of this expansion would be to draw approximately 1,000 additional middle school students from the community districts into District 9.

3. To attract more students into the public schools. Some demographic groups show an increasing tendency to choose either magnet or non-public schools. Increased magnet capacity may be helpful in keeping these potential students in the system.

Table 4b New Middle School is identical in high school and elementary targets to the previous table, but reflects changes in middle school capacity. Enrollment, between 83-84 and 88-89, drops by 29%, the same percentage drop as in Harbridge House projections. The increase in enrollment between 78-79 and 83-84 results from drawing population from the overcrowded district middle schools during this period. Room demand numbers in brackets reflect the total number of rooms used for middle school education, those not in brackets are rooms in 6-8 grade schools.

Enrollment uncertanties in magnet schools are the result of popularity of individual programs, of future school department policy decisions, and of the attractiveness of the magnets as a whole. Some parent groups make magnet schools their only public school choice - the alternatives being private or parochial schools. It is not clear how many families are in this category.

Planning Targets: Enrollment Projections

With new Middle School included

Enrollment Projections

October Assigned Enrollment

Level	1978-79 *	1981-82	1983-84	1988-89
Elementary	4079	3514	3157	--
Middle	3189	3400	3500	2646
High	9344	10362	9231	6407
Totals	16612	17276	15888	--

* Actual Assigned Enrollment, October 1978

Room Demands

Rooms required, at each level, to accomodate projected assigned enrollment, including assignments to all special programs.

Level	Rooms Available 3/1979	1983-84	1988-89
Elementary	265	216	--
Middle	77(grade 6-9 only)	95(6-9only) 180 Total	95 126
High	476 (incl. 7-12 schools)	378	267
Totals	818	774	--

IV. Planning Strategy

A number of alternative strategies were considered for District 9.

High Schools

The present capacity at the high school level is 12,190; enrollment in 1978-79 was 9,344, leaving a surplus of 2,846 seats, of which 2,134 are excess capacity. The projected 1983-84 enrollment is 9,231, with further decline in enrollment between 83-84 reducing the expected population to 6,407.

As discussed previously, recommendations regarding the high schools are waiting for further study of the issue and city-wide resolution.

Middle Schools

As was explained in revising middle school enrollment targets, this plan recommends expansion of middle school capacity for the magnet system. The difference in 1983-84 would be approximately 1,000 more students in magnet middle schools that Harbridge House projected demand.

Over the ten-year period, magnet middle school demand rises to a peak of 3,500 seats in 1983-84, then declines to a base level demand of 2,646. (In addition to the middle school capacity in magnet high schools, there is need for individual middle schools). The long term base middle schools recommended are the M.L. King, the Mackey, the Wheatley and the McCormack.

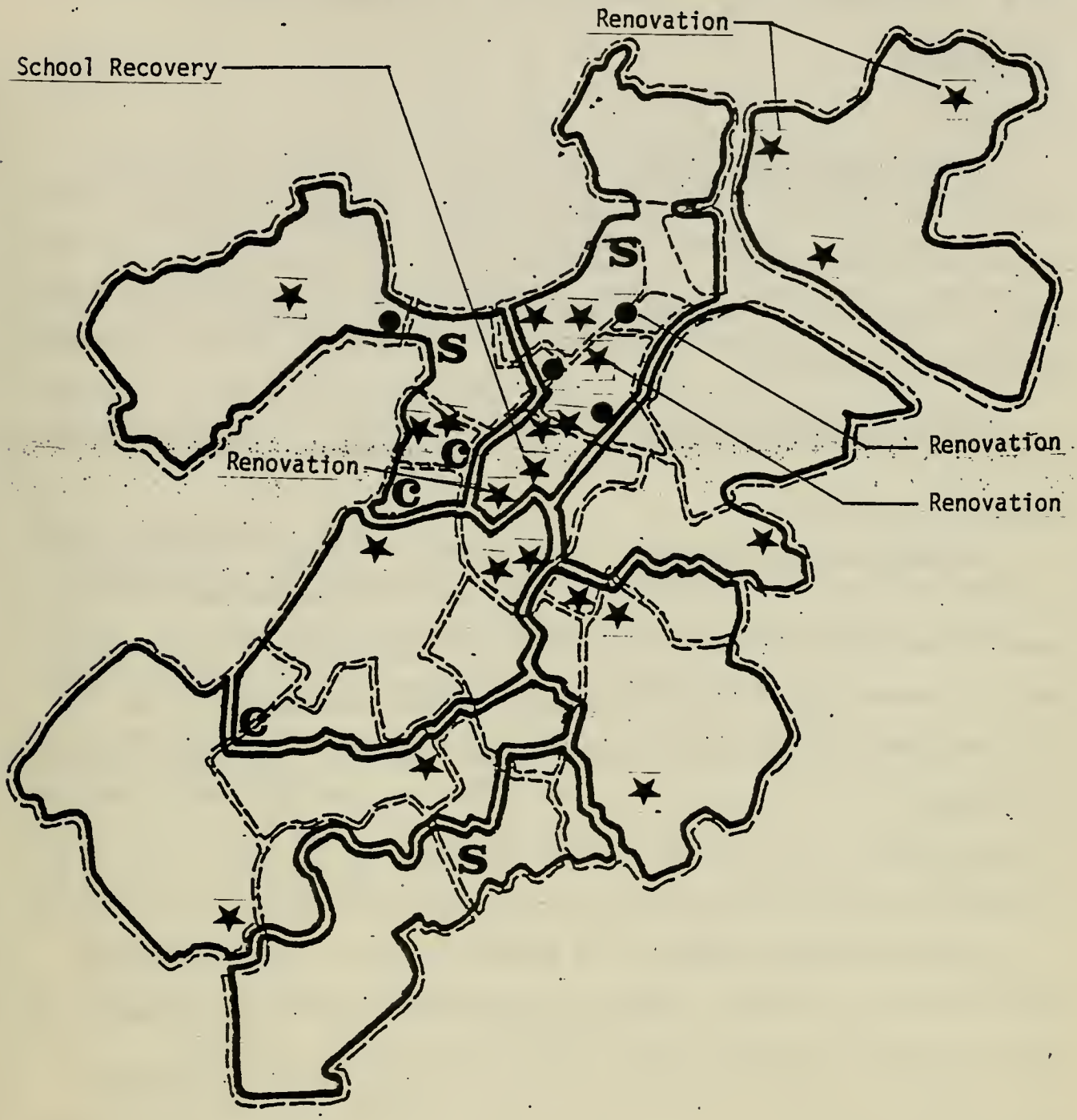
The resulting capacity in independent middle schools is 2,358 seats, 115 rooms. An additional 1,620 seats are in magnet high schools. If enrollments drop at the projected rate in the late 1980s, approximately 1,000 seats will need to be taken out. If it is decided to take declines in the Latin schools at the same rate as declines in other schools, decline in Latin system enrollments will account for about 400 of these seats, leaving 600 seats to be removed in other ways.

Elementary

The approach to reduction of elementary capacity is based on three factors - choice of better quality facilities for long term use, and combining capatible programs into a single facility, and exchanging some facilities with community districts. The long term demand (1983-84) is for 3,157 seats and 222 rooms.

All present magnet elementary schools except the Hennigan, are recommended for base designation. The Hennigan will close in 1980-81 for reuse as a District One Middle School. This provides enough reduction in the magnet district to approach base level room targets. The remaining 3 rooms can be reduced if necessary, by transferring more space in the Jackson-Mann to community use. There is enough room in the base schools to accommodate the entire 78-79 magnet elementary enrollment without the Hennigan.

There are three other multi-cultural programs in the systems in addition to the Hennigan, so the programmatic structure of District 9 elementary education will not be adversely affected.



DISTRICT 9

UFP 1979

Map 3:
Recommendations

★ Base

S Support

C 1980 Closing

V. School by School Analysis

High Schools

Boston High

Neighborhood and Enrollment: Boston High is located in the Back Bay and its home district is 7. The central Boston location is important to its Work-Study program. In 1978-79 the school was slighly under-enrolled (capacity 698, enrollment 676), and 100% of its students used department transportation.

Condition and Space Changes: The present building is a leased facility.

Boston Latin Academy

Neighborhood and Enrollment: Latin Academy is located in Codman Square Dorchester, which is in District 5. This part of Dorchester has 7% of all magnet capacity while District 5 has 11% of magnet capacity. Latin Academy was 16% underenrolled in 1978-79 (capacity 1200, enrollment 1012). 68% of its students use department transportation, and come from community districts as follows:

District:	1	2	3	4	5	6	7	8
No. Students:	99	119	243	177	304	78	83	15

Conditon and Space Changes: The building was built in 1901 and needs modernization of mechanical systems. Like other high school this should receive minimum improvements until a city wide decision is reached.

Boston Latin School

Neighborhood and Enrollment: Boston Latin School is located in the Fenway & Medical Center neighborhood of District 1. Latin is located in the medical Center sub-area, an area which is institutional rather than residential. In 1978-79 the school was slightly overenrolled, (capacity 2100, enrollment 2105). Assignments are made on an exam basis. 68% of the students use department transportation. Latin's enrollment from the community districts in 79-80 will be as follows:

District:	1	2	3	4	5	6	7	8
No. Students	303	306	605	326	212	116	329	68

Condition and Space Changes: The school is presently in adequate condition, but needs substantial modernization of mechanical systems. The school should be renovated to modern educational standards. The District has recommended construction of a ew physical education facility by 1985. While this is a desirable addition, it must be phased with city-wide district needs for school renewal investment.

Boston Technical High School

Neighborhood and Enrollment: Located in Roxbury, Technical High is in District 2. Roxbury has 26% of all magnet capacity, District 2 has 12% of magnet capacity. This residential area is predominantly Black.

Although it has an assigned capacity of 1740 only 1442 students were enrolled in Tech's science and technology curriculum in 78-79. Assignments are made on an exam basis. The school was 18% underenrolled. 67% of students use department transportation and come from other districts as follows:

District:	1	2	3	4	6	7	8
No. Students:	177	199	165	405	157	241	15

Condition and Space Changes: Built in 1926, the facility is in poor condition and needs substantial modernization. This facility should be renovated for use until 1985-86 at which time it should be closed and its students given preference for attendance at Umana.

Boston Trade High School

Scheduled to be closed in 80-81 on ORC opening, this facility is recommended for release to PFD.

Copley Square High School

Neighborhood and Enrollment: This school is located in Back Bay near Copley Square. The sub-area has a very small local enrollment in department schools. The Back Bay-Beacon Hill planning district has 6% of District 9 capacity; Copley's home district, 7, has 23% of all magnet capacity. Copley High was 5% vacant in 1978-79, with a capacity of 560 and an enrollment of 533. 100% of its students use department transportation.

Copley enrollment 79-80 will come from community districts as follows:

District:	1	2	3	4	5	6	7	8
No. Students:	49	108	44	45	140	59	102	2

Condition and Space Changes: The school is in good conditon, and the required repair of mechanical systems should be considered in the short-term modernization plan for high schools.

English High School

Neighborhood and Enrollment: English is across from Boston Latin School in the Fenway and its home district is 1. With a capacity of 2092 and an enrollment of 2270 the school was 9% over-enrolled in 1978-79. 77% of its students used department transportation. It has magnet programs in several fields which are based on the MODELS approach. Its enrollment from community districts is as follows:

Districts:	1	2	3	4	5	6	7	8
No. Students:	264	359	326	279	463	304	170	35

Condition and Space: Built in 1973, English is in excellent condition and requires minimal improvement.

Madison Park High School

Neighborhood and Enrollment: The school is in the lower Roxbury part of

Roxbury Planning District, which has 26% of present magnet capacity. Its home district is 7 which has 23% of magnet capacity. The facility is located in Lower Roxbury which sends substantial numbers of students to the public schools. With a capacity of 2298 and a 1978-79 enrollment of 2425, the school was 6% overenrolled. 68% of its students used department transportation. Enrollment from community districts is as follows:

District:	1	2	3	4	5	6	7	8
No. Students:	185	320	335	210	457	418	331	147

Completed in 1977, the school is in excellent condition and needs only routine maintenance.

Mario Umana

Neighborhood and Enrollment: This school is located in the Eagle Hill section of East Boston, a residential area with a large public school population. District 8 and the East Boston planning district, which are one and the same, have 10% of total magnet capacity. With 1060 students in 1978-79, the Umana School was slightly overenrolled. It offers a science and technology program and draws its students as follows:

District:	1	2	3	4	5	6	7	8
No. Students:	64	110	90	132	219	129	149	162

88% of its students use department transportation.

Condition and Space: The school is in excellent condition and needs only routine maintenance.

Middle Schools

BASE:

M.L. King

Neighborhood and Enrollment: The King is in the Brunswick-King area of Dorchester, not far from Grove Hall. It is a predominatly minority area which sends a high number of students to the public schools. With an assignment capacity of 808 and a 10/78 enrollment of 797, the school was filled. 66% of its students used department transportation. In 79-80 they will come from community districts as follows:

District:	1	2	3	4	5	6	7	8	
No. Students:	67	121	88	110	237	904	82	4	(803)

Condition and Space Changes: Built in 1937, the King is the largest of the present magnet middle schools. It needs modernization of mechanical systems, and should get renovations and repairs as necessary.

Mackey

Neighborhood and Enrollment: The Mackey is in the northern section of the South End, a racially mixed gentrifying area. With an assignment capacity of 478 and 10/78 enrollment of 436, the school was slightly underenrolled. 76% of its students used department transportation. In 79-80 its students will come from community districts as follows:

District:	1	2	3	4	5	6	7	8	
No. Students:	52	55	25	51	83	68	123	2	(459)

Condition and Space Changes: Built in 1959, the Mackey is in fairly good condition. It needs some improvements, and should recieve repairs and renovations as necessary.

Wheatley

Neighborhood and Enrollment: The Wheatley is in Roxbury, at the junction of the Sav-Mor and lower Roxbury neighborhoods. The area is predominantely minority. The Wheatley home district is 7. With an assignment capacity of 348 and 10/78 enrollment of 320, the school was slightly underenrolled. 62% of its students used department transportation. In 79-80 students will come from community districts as follows:

District:	1	2	3	4	5	6	7	8	
No. Students:	40	88	11	27	81	31	71	0	(349)

Condition and Space Changes: The Wheatley was built in 1929 as an elementary school. The Building needs substantial modernization and renovation.

McCormack

The McCormack middle school is presently an active District 6 middle school located in Columbia Point. It will be closed in 81-82, renovated and opened as a District 9 middle school. More detailed analysis of the facility is included with District 6.

No magnet middle schools are designated for support or closing.

Elementary: BASE

J. Curley

Neighborhood and Enrollment: The Curley School is in the Jamaica Pond area of Jamaica Plain, a gentrifying area in District 2, it has 15% of all magnet capacity; Jamaica Plain has 6%. With an assignment capacity of 360 and 10/78 enrollment of 305, the Curley was 15% vacant last year. 60% of its students used department transportation. In 79-80 they will come from community districts as follows:

District:	1	2	3	4	5	6	7	8	
No. Students:	67	189	16	15	25	8	16	3	(339)

Condition and Space Changes: The Curley is in good condition and should receive repairs as necessary.

Guild

Neighborhood and Enrollment: The Guild is in East Boston, District 8, which has 10% of magnet capacity. The school has an assignment capacity of 322 and a 10/78 enrollment of 243, leaving it 24% vacant. 81% of its students used department transportation, and in 79-80 they will come from community districts as follows:

District	1	2	3	4	5	6	7	8	
#	11	15	14	18	46	16	30	94	(244)

Condition and Space Changes: Built in 1921, with a 1957 addition, the building needs modernization and renovations.

Hale

Neighborhood and Enrollment: The Hale is in Roxbury, District 7. District 7 has 22% of all magnet capacity, and the Roxbury Planning District has 26% of all magnet capacity. The area around the Hale is predominently minority.

With an assignment capacity of 230, and a 78-79 enrollment of 171, the school was 25% vacant. Only 19% of its students used department transportation. In 79-80 they will come from community districts as follows:

District	1	2	3	4	5	6	7	8	
#	17	22	8	22	29	8	41	0	(147)

Condition and Space Changes: The Hale was built in 1909 and needs modernization.

Haley

Neighborhood and Enrollment: The Haley is in Roslindale, District 3, near the Mount Hope section. Roslindale planning district has 2% of all magnet capacity. District 3 has 5% of magnet capacity. The school is near the Forest Hills and Mt. Hope cemeteries in a non-residential area.

With an assignment capacity of 360 and 10/78 enrollment of 341, the school was slightly underenrolled. 93% of its students use department transportation. In 79-80 its students will come from community districts as follows:

District	1	2	3	4	5	6	7	8	
#	2	45	124	87	50	11	11	0	(330)

Condition and Space Changes: Built in 1971, the school is in good condition and requires only minor improvements.

Hernandez

Neighborhood and Enrollment: The Hernandez is on Columbia Road in the Mt. Bowdoin section of Dorchester. The area is predominantly minority, with a growing Hispanic population to the north of the school. Its home district is 5, which has 11% of all magnet seats. This part of Dorchester has 7% of magnet capacity.

The Hernandez assignment capacity is 198, and it was overenrolled in 78-79 with 218 students. 12% of its students use department transportation. In 79-80 students will come from community districts as follows:

District	1	2	3	4	5	6	7	8	
#	11	16	9	3	92	72	13	0	(216)

Condition and Space Change: The Hernandez is a relatively new school, is in excellent condition, and should receive repairs as necessary.

Jackson - Mann

Neighborhood and Enrollment: The Jackson-Mann community school is in Allston-Brighton. Much of its surrounding area is commercial, nearby residential areas are mixed student and ethnic communities. Its home district, 1, has 35% of all magnet seats, and the Allston-Brighton planning district has 8% of magnet seats. The Jackson-Mann with an assignment capacity of 900 (grades K-12) and 10/78 enrollment of 735, the school was 18% vacant last year. 88% of its students used department transportation. In 79-80 students will come from community districts as follows:

District	1	2	3	4	5	6	7	8	other	
#	384	60	46	31	84	48	65	3	30	(751)

Condition and Space Changes: Built in 1975, the school is in excellent condition and needs repairs as necessary.

McKay

Neighborhood and Enrollment: The McKay is in East Boston, District 8. The surrounding area is predominantly white, residential, and sends substantial numbers of students to public schools. With an assignment capacity of 674 and 10/78 enrollment of 546, the school was 18% under-enrolled. 70% of its students used department transportation, and in 79-80 will come from community districts as follows:

District	1	2	3	4	5	6	7	8	
#	30	39	27	44	96	78	74	184	(572)

Condition and Space Changes: Built in 1926, the facility is in relatively good condition. It needs some modernization and roofing repairs.

Ohrenberger

Neighborhood and Enrollment: The Ohrenberger is adjacent to the Georgetown in the upper Washington section of the West Roxbury planning district. The area is predominently residential, though the school is adjacent to the Stoney Brook reservation. District 3 has 5% of all magnet seats and West Roxbury has 3% of all magnet seats.

With an assignment capacity of 600 and 10/78 enrollment of 527, the school was 12% vacant. 96% of Ohrenberger students used department transportation. In 79-80 students will come from community districts as follows:

District	1	2	3	4	5	6	7	8	
#	14	58	211	117	61	32	19	1	(513)

Condition and Space Changes: Built in 1972, the Ohrenberger is in excellent condition and should get repairs as necessary.

Trotter

Neighborhood and Enrollment: The Trotter is in the Washington Park section of the Roxbury planning district and is in District 2. Roxbury has 26% of all magnet seats, and District 2 has 15% of all magnet seats. The Washington Park area is predominatly minority and residential. With an assignment capacity of 728 and 10/78 enrollment of 645, the school was 11% underenrolled last year. 75% of its students used department transportation. In 79-80 students will come from community districts as follows:

District	1	2	3	4	5	6	7	8	
#	49	207	52	50	188	82	92	5	(725)

Condition and Space Changes: The Trotter was built in 1969 and is in good condition. It needs some systems renovation and roofing repair.

Support: No schools are designated as support schools.

Close:

Hennigan

Neighborhood and Enrollment: The Hennigan is on Heath St in the Hyde Square section of Jamaica Plain, in District 1. The Jamaica Plain planning District has 6% of all magnet seats, District 1 has 35% of all magnet seats. The area around the Hennigan is residential, and has a growing Hispanic population.

With an assignment capacity of 784 and a 10/78 enrollment of 656, the school was 16% underenrolled. 68% of its students used department transportation. Its 79-80 enrollment comes from community districts as follows:

District:	1	2	3	4	5	6	7	8	
#	221	111	53	46	65	39	37	0	(572)

Condition and Space Change: The building was built in 1972 and is in excellent physical condition. Modifications should be done to suit the school for its use as a District 1 middle school.

VI. Implementation

Implementation in District 9 primarily concerns renovation scheduling. The high schools should receive repairs as necessary, and are not individually listed in this schedule. Other school renovation priorities are based on the estimated amounts of major repairs per seat. The overall list is as follows:

1 Wheatley
2 M. L. King
3 Guild
4 Hale
5 Mackey (M)
6 Lincoln
7 McKay (E)
8 Trotter
9 Jackson Mann
10 Ohrenberger
11 Haley

Year 1 1980-81

DATA: 10/78

DECISION: 12/79

IMPLEMENTATION: - assignments by 6/80

- re-use, renewal and renovation plan by 9/80

SCOPE: new construction: none

school recovery: Wheatley

renovation: Guild, Hale

repair: as necessary

closing: Hennigan (to be re-used in District 1)

Year 3 1982-83

DATA:	10/81	
DECISION:	12/82	
IMPLEMENTATION:	renewal and renovation plan by 9/83	
SCOPE:	new construction:	none
	school recovery:	none
	renovation:	Mackey, Lincoln, McKay
	repairs:	as necessary

VII. Comparison to District Recommendations

1. The District 9 UFP Committee recommended that no facilities be closed, that no programs be eliminated, and that facilities analysis should be based on programmatic factors.
2. This plan, in response to the mandate to eliminate excess capacity, has recommended closing of one elementary school facility.
3. These proposals have taken programmatic factors into account as much as possible, but it must be recognized that this is a facilities plan--not a curriculum plan. Further adjustments and re-thinking of magnet programs should be undertaken by the district and curriculum advisors.

High Schools

Like all other high schools, the magnet high schools are recommended to remain as they are until citywide decisions are taken. The Boston High facility should not be acquired by the School Department. If some action is necessary, the program should be moved to a downtown facility already owned by the city--such as the Prince School.

Middle Schools

1. The district recommended that the three existing middle schools be designated as Base schools.
2. This plan concurs and identifies the McCormack as an additional base middle school. This increases school capacity and provides a better quality fourth base facility while resolving short term overcrowding of magnet and district middle schools.

Elementary Schools

1. The district recommended no capacity reduction at this level, rather that capacity and facilities be increased by additions to the McKay, Guild and Hale schools.
2. This plan recommends closing the Henigan in 1980-81 and supports improvements as necessary to other elementary schools. This reduction preserves all program types currently offered in the magnet elementary system; it takes the necessary reductions from the largest program sector--e.g., multi-cultural, and allows all other elementary schools to remain base schools.

Year 5 1984-85

DATA:	1984-85	
DECISION:	12/84	
IMPLEMENTATION:	renovation and repair plan by 9/85	
SCOPE:	new construction:	none
	school recovery	none
	renovation:	Trotter, Jackson-Mann, Ohrenberger, Haley
	repairs:	as necessary

The district recommended that special schools remain as at present, with the exception of the ACC which requested sole use of the Faneuil school building.

This plan concurs and recommends that the Lincoln-ELC school be a base facility and be suitably renovated. The ORC, Carter and Boston Business schools are also recommended as base facilities.

The ACC, McKinley and Practical Nursing facilities are recommended for support designation. It is likely that in 4-5 years there will be ample space in the magnet high schools to meet the space needs of these programs. The ACC should be consolidated in 1985-86 into another downtown facility. The Practical Nursing program can also be moved in the future. The McKinley school should remain a support school until policy decisions in special needs education clarify the space needs and program size for this program.

Appendices

Part 4

References

A. Chronological listing of documents relating to the Unified Facilities Plan

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Unified Facilities Plan, School Facilities Joint Planning Team, Sept. 1, 1977.

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Community District 2: UFP District Educational Facilities Strategy, District 2 Planning Group. Memo submitted July 9, 1979.

Community District 3: UFP District Facilities Plan, District 3 Planning Group, Document submitted June 30, 1979.

Community District 4: UFP Local and District Committee Recommendations, District 4 Planning Group, Document submitted June 30, 1979.

Community District 5: Unified Facilities Plan, District 5 Planning Group, Memo submitted June 30, 1979.

Community District 6: District VI Unified Facilities Plan,District 6 Planning Group, Memo submitted July 2, 1979.

Community District 7: Unified Facilities Report, District 7 Planning Group, Memo submitted June 29, 1979.

Community District 8: United Facilities Plan, District 8 Planning Group, Document submitted June 28,1979.

Community District 9: Unified Facilities Plan,District 9 Planning Group, Document submitted June 29,1979.

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----------, Five Ethnic Groups in Boston: Blacks, Irish, Italians, Greeks, and Puerto Ricans, June 1972.

----------, Socio-Economic Characteristics of Boston Neighborhoods, November 1, 1972.

----------, The Spanish Speaking in Boston, Findings of the 1970 U.S. Census. no date.

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Boston Redevelopment Authority , District Profiles and Neighborhood Improvement Programs, (All Boston Planning Districts), 1977.

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Consensus Inc., Survey of the South End, prepared for the B.R.A., 1978.

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----------, (several other publications by EFL on the subject of surplus space and the re-use of school facilities have been reviewed.)

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Johnson, Susan Moore, Declining Enrollments in Massachusetts Public Schools, Massachusetts Department of Education, 1978.

Sargent, Cyril G., A Report on the Schools of Boston, Boston Schools, May 1962.

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Harbridge House, Inc., Five Year Boston School Enrollment Projections,- 1978-79 through 1983-84, July 1, 1979.

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C. Internal Memoranda and School Department Data (selected)

Analysis of Students, Race-by-Grade:
a) by school enrollment October 1978
b) by geocode of residence October 1976, 1977, 1978.

Annual Report of the Business Manager, to the School Committee:
a) 1973-74
b) 1974-75
c) 1975-76
d) 1976-77
e) 1978-79 (draft)

Annual Report of the Total System for the 1977-78 School Year, Marion J. Fahey, Superintendent of Schools, July 1978.

Annual Report of School Progress,:
a) 1977-78 School Year
b) 1978-89 School Year

Residential Trends of Boston Public School Students, Memorandum from John R. Coakley, Jan. 5, 1979.

Title 1 Project Application 1979-80, Department of Title I Programs, Boston Public Schools, May 11, 1979.

Glossary

Allowable surplus: A quantity of space defined by the Joint Court Group as acceptable to retain within schools. Numerically this space has been defined as 25% to the total excess capacity. It is expressed in either rooms or seats.

Ancillary Facilities: Facilities within schools such as gyms, cafeteria, multi-purpose rooms, etc which are for student use, but do not have students assigned to them for regular classroom activities.

Assignment Capacity: The capacity of each school expressed in seats, as defined by the Department of Implementation, and accepted by the Joint Court Group. The Assignment Capacity of a school is the total number of students who could be assigned to that school, taking into account the different capacities of various programs, such as Bilingual, Special Needs, etc. The source of these figures is the Programmatic Space Allocation Table.

Auxiliary Facilities: Same as Ancillary Facilities

Base School: A school designated by this plan for long term use. Base Schools are guarenteed to be active schools over the next 10 year period, and will receive the majority of renovation and capital improvement funds.

Boston Housing Authority: City agency responsible for all public housing projects in Boston. (BHA).

Boston Redevelopment Authority (BRA): City of Boston official planning department and agency responsible for administering Urban Renewal activities.

Court Capacity: Previous measure of capacity, not sensitive to special programs.

District Planning Group: Group of people who met in each community district to prepare initial district recommendations following advice and guidelines presented in the Manual for District Planning. These were chaired by the District Superintendent and included CDAC, REPC, Home and School, BTU, BASAS, Teachers, administrators, parents, and involved community persons.

Educational Support Center: A new concept to be developed in those districts where there is not an appropriate "active school" as a site for the district administrative offices. The Educational Support Center will contain offices, city-wide of district-wide programs, teacher development and support spaces and/or programs, and generally will support the educational activities of the entire district. See introductory section.

Enrollment Projections: Projections of the enrollment of public school students were prepared for the UFP by Harbridge House in July 1979. These utilized a "cohort survival" methodology, which is explained in the introduction and the report prepared by Harbridge.

Excess Seats: (often Surplus Seats, Excess Capacity, or Surplus Capacity) This is the difference between assignment capacity and the

number of students assigned. It can be calculated for a single building, a district, or the entire school system.

Geocode: A small area, (originally designated as reporting areas by the police department) usually several blocks, which is currently used for the assignment of students to schools. There are currently over 800 geocodes in the City of Boston. Many have very few students, because of the necessity that they cover the entire area of the city. In most cases, entire geocodes are assigned to individual schools.

Joint Court Group: The Joint Court Ordered Planning Group responsible for the preperation and submission of the Unified Facilities Plan. The Joint Court Group is composed of representatives of the Boston School Department, the Public Facilities Department, and the State Department of Education.

Modern Educational Standards: Current standards for the design and provision of educational facilities in Massachusetts. See State Department of Education publication "Regulations Governing the School Building Assistance Act".

Neighborhood Sub-Area: A subdivision of each Planning Area in the City of Boston, as defined by the Boston Redevelopment Authority in their analysis of each Planning District.

Other Minority: All racial/ethnic minority groups who are not Black. Used by the School Department in determining the degree of Desegregation of the school system.

Planning District: A subdivision of the City of Boston by the Boston Redevelopment Authority for planning purposes. There are 18 Planning Districts in the City, and a Neighborhood Profile published about each. These districts, and their names and labels have been used throughout the UFP to retain consistancy.

Planning Targets: See Manual for District Planning for complete description. These are the number of rooms necessary for assignable educational purposes, in a given district, at a particular point in time. In the context of this UFP, Planning targets have been established for the 1983-84 school year at the elementary level, for every district.

Programmatic Space Allocation Table: A matrix developed by the Department of Implementation which tells the number of assignable classrooms in each school building, and which programs or activities have been assigned to those rooms. By multiplying by the maximum number of students in each program, the total number of students who could be assigned to that particular school is established. This is the Assignment Capacity.

Public Facilities Department: A department of the City of Boston, guided by the Public Facilities Commission which is responsible for public buildings and real estate belonging to the City of Boston, including schools. The PFD is responsible for the building of new schools, and helping with the major renovation and recovery of existing school buildings,

Recovery Program: A program proposed in this UFP which involves the major renovation of designated school buildings, bringing them up to current State standards for new school construction. Designated schools are identified in each of the District UFP Recommendations, as well as in the Summary of Recommendations.

Renovation: Schools designated by this UFP for renovation need to be considerably modernized, but are basically good buildings to begin with. Renovation implies a considerable investment, but not the attainment of 100% of current new school standards.

Repair: Repairs are necessary for the continued operation of all schools. Those schools which are designated as neither Recovery nor Renovation schools will need specific repairs carried out for them to continue as desirable, safe buildings. Support schools as well as Base schools will need repairs.

Room Demands: See Planning Targets, above.

Seats or Seat Capacity: See definition of Assignment Capacity.

Support Spaces: See Ancillary Spaces.

Support Schools: Support schools have been designated by this UFP for the purpose of identifying those schools about which there is high probability that they will need to be closed. The intent of so designating these schools is to remove possible uncertainties from all other schools in each district, which are then designated as Base, and guarenteed long term stability. The decisions to close support schools is recommended to be made at two year increments (1980, 1982, 1984), and at each decision point to compare a target enrollment with actual enrollment. If actual enrollments are below targets, the closing is recommended to occur. If higher levels of enrollment than were projected are experienced, then closing desicions should be postponed until the next decision period.

Surplus Seats: See Excess Seats.

Swing Schools: An interim planning designation used internally in the Office of Planning and Policy between August 1 and August 30 only, to designate certain schools about which recommendations had yet to be formulated. This word is no longer part of the planning vocabularly.

Target Reduction: A term defined by the Joint Court Group in the January 1979 Court Filing defined as 75% of the total excess seats in the system. One of the long range goal of the UFP is to eliminate these excess seats from the system over ten years.

Type I Construction: Completely fire-proof building construction.

Type IV Construction: Partially fire-proof building construction, usually brick or masonry structures with wood floor and/or roof structure, and/or wooden stairways.

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